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ABSTRACT

An evaluation was conducted at Florida Junior College (FJC) of the four-day operational week implemented during May through August, 1981. Surveys were administered in May and July to day students, full-time teaching faculty, and full-time noninstructional staff to determine their level of satisfaction or dissatisfaction with the four-day week. Responses to the first survey were obtained from 16.2% of the students, 60.4% of the teaching faculty, and 66.6% of the noninstructional staff; response rates on the second survey were 15.9% of the students, 49.6% of the faculty, and 60.4% of the noninstructional staff. In addition, administrators kept a log of incidents relating to the college being closed on Fridays and a frequency count of contacts initiated during the extended hours before 8:00 am and after 5:00 pm. The evaluation found that the four-day week had no overall effect on students' academic performance. Savings in electricity usage were realized, and there was no adverse impact on operational functioning. Students and the public used the services of the college during the additional two hours of operation. Approximately 75% of the students, faculty, librarians, and counselors recommended that FJC implement the four-day week during 1982 spring and summer terms, as did 70% of the career employees and a majority of the administrators. Extensive appendices include survey forms, respondent comments, and comparative grade distributions. (KL)

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THE FOUR-DAY OPERATIONAL WEEK EXPERIENCE AT FJC

REPORT OF EVALUATION PROCESS STUDY

OCTOBER, 1981

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Summary

An evaluation of the four-day operational week experience was mandated by the District Board of Trustees when approval was granted to implement this alternative operational schedule during May 4 through August 21, 1981. The evaluation design approved by the President's Cabinet contained two objectives--discerning the degree of satisfaction with the four-day (as contrasted with the five-day) operational week and assessing the impact of the four-day workweek on the educational process and operational functioning.

Two surveys of students, full-time teaching faculty and full-time non-instructional personnel were conducted for the purpose of ascertaining the level of satisfaction or dissatisfaction of the affected individuals respecting the four-day week operation. Approximately one of six day-attending students completed each survey. To the first survey, three of five (60.4 percent) teaching faculty and two of three (66.6 percent) non-instructional personnel responded. To the second administration of the survey, one-half (49.6 percent) of the teaching faculty and three of five (60.4 percent) non-instructional personnel responded.

All FJC administrators were involved in providing data and their observations regarding institutional impacts of the four-day week operation. Each administrator kept a monthly log of incidents related to the College being closed on Fridays. Each administrator also kept a frequency count of contacts initiated by the public prior to 8:00 a.m. and after 5:00 p.m. Designated administrators were assigned to monitor and collect specific operational data.

The salient findings of the four-day operational week experience evaluation conclude this Summary section. The findings are delineated according to the impacted individuals or operations.

Students

* Concentrated instruction and longer class periods caused no problems for seven of eight students.
* Due to the four-day classweek, three of four students had more opportunity to work part-time.
* Two of three students reported they had sufficient time during Monday through Thursday to use the campus library.
* Four of five students indicated no problem in contacting requisite student services personnel.
* Of the students who drove to campus, seven of ten realized a savings in gasoline usage.
* Three of four students preferred and recommended a four-day classweek during the 1982 Spring and Summer Terms. One of ten students had no preference between the four-day and five-day classweek.
* Twice as many teaching faculty perceived an increase in student attainment during the four-day classweek as perceived a decrease.

Instructional and Non-Instructional Personnel

* Reported net positive effects of the four-day workweek were fewer on-the-job interruptions due to personal business, greater productivity (except for administrators), more productive use of leisure time, facilitated scheduling of personal appointments, and financial savings due to decreased usage of gasoline.

* The major negative impact of the four-day workweek was the increased level of experienced fatigue.
* Non-instructional personnel experienced a net reduction of participation in after-work activities.
* Three of four teaching faculty recommended that the College implement again the four-day classweek during the 1982 Spring and Summer Terms.
* Seven of ten non-instructional personnel preferred a four-day workweek to a four-and-one-half-day or five-day workweek .
* Respecting May through August, 1982, three of five non-instructional personnel recommended that the College operate on a four-day workweek basis.

Educational Process

* There was no significant difference in the average grades received or earned in the 1981 Spring and Summer Terms compared to the same terms in 1980.
* The full-time and FTE enrollment was greater in the 1981 Spring and Summer Terms vis-a-vis the 1980 Spring and Summer Terms. The enrollment increase was not necessarily a causative result of the four-day classweek; however, the four-day classweek did not negatively impact enrollment.
* There was no consistent pattern respecting usage of Learning Resources and developmental or skills labs among the campuses in comparison to the usage rate during the 1980 Spring and Summer Terms.

* The four-day classweek proved to be incompatible with the off-campus hospital experience which is an integral component of the Associate Degree Nursing and Medical Laboratory Technology programs.

Provision of Services

* Students and members of the public repeatedly expressed their pleasure at being able to contact FJC offices, due to the extended hours of operation, before or after, rather than during, their work hours.
* Students and members of the public welcomed the opportunity to stop by a campus on the way home from their place of employment.
* Due to the expanded hours of daily operation, it was a common opinion that students attending evening classes were receiving a level of services equivalent to that received by day-attending students.

Operational Functioning

* A documented savings of $41,613 was realized due to the decreased use of electricity in comparison to the same period during 1980.
* The use of vacation leave increased and the use of sick leave decreased during May through August, 1981 compared to the same period in 1980.
* No adverse impact respecting operational functioning due to the four-day workweek was reported by any campus or Central Administration department.

* On occasion, individual College administrators found it necessary to conduct College business or represent the College on Fridays.
* Approximately 7 percent of the daily calls received at Central Administration were initiated before 8:00 a.m. or after 5:00 p.m. The frequency of telephone calls received at the campuses during these times was less than that received by Central Administration.

The four-day operational week experience proved to have no effect on the academic performance of students on average. Financial savings in electricity usage were realized, and there was no adverse impact on operational functioning. Services were available for an additional two hours during each operational day, and the public and evening-attending students made use of these services during the expanded hours of operation. Three of four students, teaching faculty, counselors and librarians recommended that FJC implement the four-day operational week during the 1982 Spring and Summer Terms. Seven of ten career employees and a majority of administrators also recommended that the College operate on a four-day workweek basis during May through August, 1982.

Introduction

From the end of the 1981 Winter Term until the beginning of the 1981 Fall Term (May 4 through August 21, 1981), FJC operated on a four-day workweek. The College was one of fifteen Florida community colleges to operate on a four-day workweek during the 1981 Spring and/or Summer Terms. The other fourteen community colleges were as follows: Broward, Chipola, Daytona Beach, Florida Keys, Gulf Coast, Indian River, Lake City, Lake-Sumter, Manatee, North Florida, Palm Beach, Polk, Seminole, and Valencia.

When the District Board of Trustees approved the adoption of the four-day workweek for the four month period, a mandate for an evaluation of the experience accompanied the approval of the request. Trustees were particularly concerned regarding the impact of the four-day workweek on students, faculty, and staff. Following the directive of the Board, a design process to evaluate the four-day operational week experience was developed by the Director of Institutional Research with input from College personnel, and approved by the President's Cabinet.

Two objectives were contained in the approved evaluation design--discerning the degree of satisfaction with the four-day (as contrasted with the five-day) operational week and assessing the impact of the four-day workweek on the educational process and operational functioning. Two surveys of students, full-time teaching faculty and full-time non-instructional personnel were conducted during the last week of May and the second week of July for the purpose of ascertaining the level of satisfaction or dissatisfaction of the affected individuals respecting the four-day week operation. Two surveys were conducted so that both the immediate and longer-term effects and necessary personal adjustments concerning the four-day operational week could be determined. Three

survey forms--one each for students, teaching faculty, and non-instructional personnel--were developed. A copy of each utilized survey instrument can be found in Appendix 1. A twenty percent sample of college credit and non-college credit students enrolled in day classes at each respective campus was intended to be surveyed.

All administrators were involved in providing data and their observations regarding institutional impacts of the four-day week operation. Each administrator kept a monthly log of incidents related to the College being closed on Fridays. Moreover, each administrator kept a freqency count of contacts initiated by the public prior to 8:00 a.m. and after 5:00 p.m. The observations of campus administrators were transmitted to the cognizant Provost. College Administration administrators conveyed observations to the Executive Vice President or President, depending on the reporting relationship. In addition, designated administrators were assigned to monitor and collect specific operational data regarding usage of campus Learning Resources facilities and developmental/skills (e.g., typing) labs, public reaction, innovative practices implemented, rendering of services (e.g., registration and financial assistance), rate of absenteeism, electricity usage, student enrollment, and academic performance.

This Report presents the findings of the implemented four-day operational week evaluation. The findings regarding the reactions of surveyed students, teaching faculty, and non-instructional personnel are discussed separately from the operational impact findings.

Participation in Impact Survey

The data presented in Tables, 1, 2, and 3 reflect respectively the degree of participation of day-attending students, full-time teaching faculty, and full-time non-instructional personnel in each of the two impact survey administrations. Although the analysis of the survey results is addressed at the Collegewide level, the degree of participation is presented at the major administrative unit (i.e., each campus and Central Administration) so that the constituent components of the institutional response are evident.

Although sufficient survey forms were distributed to each campus to ensure a minimum twenty percent response from students enrolled during the day, this desired minimum response was not achieved. As indicated in Table 1, approximately one of every six day-attending students completed each survey administered. However, the number of participating students in each survey was more than twice the number needed to make valid statistical generalizations to the day-attending student population.

Three of five (60.4 percent) full-time faculty teaching during the 1981 Spring Term and one-half (49.6 percent) of the full-time faculty teaching during the 1981 Summer Term completed an impact survey form. Regarding non-instructional personnel, two of three (66.6 percent) completed the first survey form, and three of five (60.4 percent) participated in the second survey.

TABLE 1

PARTICIPATION OF DAY-ATTENDING STUDENTS
IN FOUR-DAY CLASSWEEK EVALUATION

Campus	1981 Spring Term			1981 Summer Term		
	Number of Day-Attending Students	Number Completing Survey	Percent Survey Completers of Day-Attending Students	Number of Day-Attending Students	Number Completing Survey	Percent Survey Completers of Day-Attending Students
Downtown	1116	171	15.3	888	112	12.6
Kent	1674	198	11.8	1130	173	15.3
North	1510	262	17.4	1233	197	16.0
South	1760	353	20.1	1171	223	19.0
Combined	6060	984	16.2	4422	705	15.9

TABLE 2

PARTICIPATION OF FULL-TIME TEACHING FACULTY
IN FOUR-DAY OPERATIONAL WEEK EVALUATION

Campus	1981 Spring Term			1981 Summer Term		
	Number of Full-Time Teaching Faculty	Number Completing Survey	Percent Survey Completers of All Teaching Faculty	Number of Full-Time Teaching Faculty	Number Completing Survey	Percent Survey Completers of All Teaching Faculty
Downtown	82	51	62.2	67	36	53.7
Kent	69	39	56.5	54	24	44.4
North	107	65	60.7	81	39	48.1
South	101	62	61.4	52	27	51.9
Combined	359	217	60.4	254	126	49.6

TABLE 3

PARTICIPATION OF FULL-TIME NON-INSTRUCTIONAL PERSONNEL* IN FOUR-DAY OPERATIONAL WEEK EVALUATION

Major Administrative Unit	Number of Full-Time Non-Instructional Personnel	Number Completing First Survey	Percent First Survey Completers of All Non-Instructional Personnel	Number Completing Second Survey	Percent Second Survey Completers of all Non-Instructional Personnel
College Administration	221	160	72.4	148	67.0
Downtown Campus	154	94	61.0	73	47.4
Kent Campus	116	60	51.7	51	44.0
North Campus	117	94	80.3	83	70.9
South Campus	99	63	63.6	72	72.7
Collegewide	707	471	66.6	427	60.4

*Administrators, career employees, counselors and librarians

Analysis of Impact Survey Results

The experience with the four-day operational week as reported via the responses made in two administrations of a survey instrument is analyzed separately according to the three affected groups--students, full-time teaching faculty and full-time non-instructional personnel. Individual responses and comments made by survey participants are listed for each survey administration and can be found in Appendices 2 and 3.

Students

The responses of the students registered during the fourth week of the 1981 Spring and Summer Terms appear in Table 4. The student respondents were differentiated between those who had had experience with the five-day classweek during the previous Fall or Winter Term and those who had not. When comparison to the five-day classweek experience was sought, the students identified as having enrolled in the 1980 Fall Term or 1981 Winter Term could provide an informed opinion. The student respondents were also differentiated between those who were responding from an experiential perspective of having been enrolled in their first or second term of four-day classweek. Consequently, of the four respondent student subgroupings, the responses of those students who had enrolled during both the Spring and Summer Terms and who had also enrolled in either or both the Fall or Winter Terms reflect the greatest amount of perspective.

Approximately seven of eight (between 86 and 90 percent of each of the four student subgroupings) students reported that they were not negatively impacted by the concentrated instruction or longer class periods (82 to 90 percent).

Three of four (70 to 81 percent) students indicated they had more opportunity to work part-time due to the four-day classweek. Many students attending the Spring Term who had not attended the Fall or Winter Term had apparently arranged their work schedule to take advantage of the free Friday. Approximately four of five (79 to 84 percent) students preferred having free Fridays for studying and/or working with correspondingly less time available Monday through Thursday rather than having classes on Friday.

Approximately three of ten (25 to 31 percent) students reported that they may have taken an additional course if the College had operated with a five-day classweek. Significantly more students who had not attended the previous Fall and/or Winter Terms indicated they may have taken an additional class vis-a-vis students who had attended the previous Fall and/or Winter Term.

More than two of three (62 to 72 percent) students had sufficient time to use the library during Monday through Thursday, and approximately four of five (74 to 82 percent) students had sufficient time to see requisite student services personnel.

Of those students who drove to the campus, approximately seven of ten (64 to 81 percent) realized less expenditure for gasoline going to classes four days a week as opposed to five days a week.

Approximately three of four (71 to 83 percent) students preferred and recommended a four-day to a five-day classweek during the 1982 Spring and Summer Terms. One of ten (9 to 13 percent) respondents had no preference.

Teaching Faculty

Faculty respondents were differentiated according to whether they were responding from the four-day classweek experience of having taught four weeks (Spring or Summer Term) or ten weeks (Spring and Summer Terms) at the

time of completing the survey. The responses of these two groups of teaching faculty are summarized in Table 5. The two groups of teaching faculty did not differ significantly respecting the response to any item.

One-fourth (26 percent) of the responding faculty experienced a decrease in absenteeism during the four-day classweek vis-a-vis the five-day classweek. There was, however, a net increase in fatigue reported by faculty respondents, although those faculty teaching both terms apparently acclimated to the four-day classweek as their reported net fatigue was less than that reported by faculty responding from the basis of having taught only four weeks into one term.

Faculty also reported a net increase in the ease of scheduling student conferences during the four-day classweek. Approximately three of ten (27 and 33 percent) faculty experienced a decrease in the number of interruptions of their College time due to personal business or appointments. There was a net productivity increase for one-quarter (24 percent) of the responding faculty.

The productive use of leisure time was reported to have increased for three of five (63 and 60 percent) faculty respondents, although there was no net change in the degree of participation in after-work activities.

Concerning the effect of the concentrated instruction on student performance, twice as many (37 and 33 percent) responding faculty perceived an increase as perceived a decrease (17 percent) in the attainment of students. This salutary effect also was manifested in the reported net increase in teaching effectiveness.

Gasoline consumption decreased for two of every three (67 percent) faculty respondents.

Of those faculty members expressing an opinion of the public's preference for the four-day or five-day operational week, seven of ten (69

and 74 percent) thought the public preferred the four-day operational week. Three of four (73 and 81 percent) faculty respondents recommended that the College implement again the four-day classweek during the 1982 Spring and Summer Terms.

Non-Instructional Personnel

Non-instructional personnel are comprised of four groups--career employees, administrators, counselors and librarians. The responses of each group to the May and July surveys are summarized in Table 6. The juxtaposition of the responses for the surveys allows one to readily observe any shift in the short-term experience (May) to the longer-term experience (July) with the four-day workweek.

Absenteeism decreased for all non-instructional personnel groups from May to July, and also in relation to the rate of absenteeism occurring with the five-day workweek. However, the degree of fatigue experienced by career employees and administrators increased from May to July. Moreover, a number of individual comments (see Appendices 2 and 3) were made regarding fatigue. By July, the ten-hour day was proving to be fatiguing for one-half of the career employees (48 percent) and administrators (56 percent).

Working hours were less frequently interrupted by the necessity of handling personal business for all groups, but especially so for career employees and librarians. A net increase in productivity was reported by career employees and counselors, but a net decrease was reported by administrators. One reason for this decrease in productivity may be due to fewer total hours per week worked in four days vis-a-vis five days.

There was a net decline in after-work activities participation for two of five career employees (39 percent) and administrators (44 percent). However, the productive use of leisure time increased for the majority of non-

instructional personnel. Personal scheduling problems decreased for all groups from May to July, indicating an adjustment to the four-day workweek. The number of personal scheduling problems actually decreased for career employees and librarians with the advent of the four-day workweek.

As with students and teaching faculty, the use of the personal car, and therefore the consumption of gasoline, decreased for a majority of non-instructional personnel.

A net of one of ten career employees (9 percent) and administrators (11 percent) preferred their five-day workweek lunch schedule (presumably one hour) to their four-day workweek lunch schedule (presumably one-half hour).

A majority of the career employees and counselors expressing an opinion felt that the public preferred FJC operating on a four-day to a five-day workweek. Administrators expressing an opinion perceived no definitive public preference.

Approximately seven of ten non-instructional personnel preferred working four days a week to working four and one-half or five days a week, and more than six of ten non-instructional personnel recommended that the College during May through August, 1982 again operate on the basis of a four-day workweek.

TABLE 4
PERCENTAGE RESPONSES OF STUDENTS
REGARDING FOUR-DAY CLASSWEEK

Item	Students Attending Spring or Summer Term Only Who:		Students Attending Both Spring and Summer Terms Who:	
	Had Attended Fall and/or Winter Term (N=843)	Had Not Attended Fall or Winter Term (N=255)	Had Attended Fall and/or Winter Term (N=489)	Had Not Attended Fall or Winter Term (N=102)
Learning the amount of material presented regardless of longer class periods:				
a. Yes, definitely	45	48	39	46
b. Yes, usually	44	42	49	40
c. No	10	7	11	10
d. No response	1	3	1	4
Remaining alert in class throughout the longer class periods:				
a. Yes, definitely	36	44	32	46
b. Yes, usually	50	46	50	40
c. No	13	9	17	10
d. No response	1	1	1	4
Have more opportunities for part-time employment:				
a. Yes, a lot	33	40	33	22
b. Yes, some	37	41	43	52
c. No	25	15	20	19
d. No response	5	4	4	7

TABLE 4 (continued)
PERCENTAGE RESPONSES OF STUDENTS
REGARDING FOUR-DAY CLASSWEEK

Item	Students Attending Spring or Summer Term Only Who:		Students Attending Both Spring and Summer Terms Who:	
	Had Attended Fall and/or Winter Term (N=843)	Had Not Attended Fall or Winter Term (N=255)	Had Attended Fall and/or Winter Term (N=489)	Had Not Attended Fall or Winter Term (N=102)
Preference:				
a. Free Friday with less time to study or work Monday through Thursday	79	84	77	83
b. More time Monday through Thursday for studying and/or working with classes on Friday	18	13	20	16
c. No response	3	3	3	1
Would have taken additional course if College had operated with five-day classweek:				
a. Yes, definitely	9	9	7	13
b. Yes, probably	16	21	21	18
c. No	74	70	71	69
d. No response	1	0	1	0
Have sufficient time to use library Monday through Thursday:				
a. Yes	65	69	62	72
b. No, need to use library on Friday	31	28	37	25
c. No response	4	3	1	3

TABLE 4 (continued)
PERCENTAGE RESPONSES OF STUDENTS
REGARDING FOUR-DAY CLASSWEEK

Item	Students Attending Spring or Summer Term Only Who:		Students Attending Both Spring and Summer Terms Who:	
	Had Attended Fall and/or Winter Term (N=843)	Had Not Attended Fall or Winter Term (N=255)	Had Attended Fall and/or Winter Term (N=489)	Had Not Attended Fall or Winter Term (N=102)
Have sufficient time to see student services personnel Monday through Thursday:				
a. Yes	77	79	74	82
b. No, need to see person(s) on Friday	17	16	22	14
c. No response	6	5	4	4
Gasoline consumption compared to five-day classweek:				
a. Use less on four-day classweek	48	17	49	20
b. Use more on four-day classweek	7	2	8	0
c. Use same on four-day classweek	14	2	19	7
d. Not applicable	28	64	21	59
e. No response	3	15	3	14
Preference regarding number of days to attend classes during Spring and Summer Terms:				
a. Four days	72	82	68	72
b. Five days	16	7	19	12
c. No preference	9	9	11	13
d. No response	3	2	2	3

TABLE 4 (continued)
PERCENTAGE RESPONSES OF STUDENTS
REGARDING FOUR-DAY CLASSWEEK

Item	Students Attending Spring or Summer Term Only Who:		Students Attending Both Spring and Summer Terms Who:	
	Had Attended Fall and/or Winter Term (N=843)	Had Not Attended Fall or Winter Term (N=255)	Had Attended Fall and/or Winter Term (N=489)	Had Not Attended Fall or Winter Term (N=102)
Recommendation regarding classweek length for 1982 Spring and Summer Terms:				
a. Four days	73	83	71	73
b. Five days	14	8	15	14
c. No recommendation	9	8	11	9
d. No response	4	1	3	4

TABLE 5
PERCENTAGE RESPONSES OF TEACHING FACULTY
REGARDING FOUR-DAY CLASSWEEK

Item	Faculty Teaching Spring Term Plus Faculty Teaching Summer Term Who Had Not Taught Spring Term (N=224)	Faculty Teaching Summer Term Who Had Also Taught Spring Term (N=119)
Absenteeism compared to five-day classweek:		
a. Increased during four-day classweek	4	6
b. No difference	69	68
c. Decreased during four-day classweek	26	26
d. No response	1	0
Degree of fatigue on the job compared to five-day classweek:		
a. Increased during four-day classweek	30	26
b. No difference	57	56
c. Decreased during four-day classweek	13	17
d. No response	0	1
Ease of scheduling of student conferences compared to five-day classweek:		
a. Increased during four-day classweek	17	19
b. No difference	68	66
c. Decreased during four-day classweek	12	14
d. No response	3	1
Degree of interruption of working hours due to personal business or appointments compared to five-day classweek:		
a. Increased during four-day classweek	7	7
b. No difference	66	60
c. Decreased during four-day classweek	27	33
d. No response	0	0

TABLE 5 (continued)
PERCENTAGE RESPONSES OF TEACHING FACULTY
REGARDING FOUR-DAY CLASSWEEK

Item	Faculty Teaching Spring Term Plus Faculty Teaching Summer Term Who Had Not Taught Spring Term (N=224)	Faculty Teaching Summer Term Who Had Also Taught Spring Term (N=119)
Level of productivity compared to five-day classweek:		
a. Increased during four-day classweek	37	40
b. No difference	50	44
c. Decreased during four-day classweek	13	16
d. No response	0	0
Degree of participation in after-work activities compared to the five-day classweek:		
a. Increased during four-day classweek	23	25
b. No difference	53	55
c. Decreased during four-day classweek	23	20
d. No response	1	0
Personal scheduling problems compared to the five-day classweek:		
a. Increased during four-day classweek	13	13
b. No difference	59	50
c. Decreased during four-day classweek	27	36
d. No response	1	1
Productive use of leisure time compared to the five-day classweek:		
a. Increased during four-day classweek	63	60
b. No difference	25	28
c. Decreased during four-day classweek	11	11
d. No response	1	1

TABLE 5 (continued)
PERCENTAGE RESPONSES OF TEACHING FACULTY
REGARDING FOUR-DAY CLASSWEEK

Item	Faculty Teaching Spring Term Plus Faculty Teaching Summer Term Who Had Not Taught Spring Term (N=224)	Faculty Teaching Summer Term Who Had Also Taught Spring Term (N=119)
Student performance as affected by more concentrated instruction required by four-day classweek:		
a. Increased during four-day classweek	37	33
b. No difference	44	49
c. Decreased during four-day classweek	17	17
d. No response	2	1
Student performance as affected by longer class periods associated with the four-day classweek:		
a. Increased during four-day classweek	26	29
b. No difference	55	49
c. Decreased during four-day classweek	17	21
d. No response	2	1
Teaching effectivenss as affected by longer class periods associated with the four-day classweek:		
a. Increased during four-day classweek	27	24
b. No difference	58	54
c. Decreased during four-day classweek	14	19
d. No response	1	3
Use of car compared to the five-day classweek:		
a. Increased during four-day classweek	5	8
b. No difference	27	23
c. Decreased during four-day classweek	67	67
d. No response	1	2

TABLE 5 (continued)
PERCENTAGE RESPONSES OF TEACHING FACULTY
REGARDING FOUR-DAY CLASSWEEK

Item	Faculty Teaching Spring Term Plus Faculty Teaching Summer Term Who Had Not Taught Spring Term (N=224)	Faculty Teaching Summer Term Who Had Also Taught Spring Term (N=119)
Altered lunch schedule during four-day week:		
a. Yes	30	29
b. No	68	69
c. No response	2	2
Lunch schedule preference:		
a. Four-day classweek lunch schedule	10	11
b. Five-day classweek lunch schedule	7	8
c. No preference	40	35
d. No difference in lunch schedule	41	45
e. No response	2	1
Opinion of public's preference for College operational week:		
a. Four-day week	46	40
b. Five-day week	8	10
c. No preference	8	8
d. Cannot determine	36	41
e. No response	2	1
Recommendation regarding College operational week for 1982 Spring/Summer Terms:		
a. Four days	81	73
b. Four and one-half days	1	3
c. Five days	11	13
d. No recommendation	5	10
e. Other	1	1
f. No response	1	1

TABLE 6
PERCENTAGE RESPONSES OF NON-INSTRUCTIONAL PERSONNEL
REGARDING FOUR-DAY OPERATIONAL WORKWEEK

Item	Career Employees Responding in:		Administrators Responding in:		Counselors Responding in:		Librarians Responding in:	
	May (N=371)	July (N=340)	May (N=78)	July (N=70)	May (N=14)	July (N=12)	May (N=8)	July (N=5)
Absenteeism compared to five-day workweek:								
a. Increased during four-day workweek	3	4	5	8	0	0	0	0
b. No difference	67	58	85	77	100	75	88	60
c. Decreased during four-day workweek	29	36	9	14	0	25	12	40
d. No response	1	2	1	1	0	0	0	0
Degree of fatigue on the job compared to five-day workweek:								
a. Increased during four-day workweek	38	48	45	56	36	33	63	40
b. No difference	56	45	50	34	57	67	37	60
c. Decreased during four-day workweek	4	5	4	10	7	0	0	0
d. No response	2	2	1	0	0	0	0	0
Degree of interruption of working hours due to personal business compared to five-day workweek:								
a. Increased during four-day workweek	6	6	12	9	7	8	0	0
b. No difference	49	43	64	59	57	67	50	40
c. Decreased during four-day workweek	44	50	24	32	36	25	50	60
d. No response	1	1	0	0	1	0	0	0
Level of productivity compared to five-day workweek:								
a. Increased during four-day workweek	32	31	17	17	29	17	12	20
b. No difference	56	56	62	57	57	83	75	60
c. Decreased during four-day workweek	10	12	20	26	7	0	13	20
d. No response	2	1	1	0	7	0	0	0

TABLE 6 (continued)
PERCENTAGE RESPONSES OF NON-INSTRUCTIONAL PERSONNEL
REGARDING FOUR-DAY OPERATIONAL WORKWEEK

Item	Career Employees Responding in:		Administrators Responding in:		Counselors Responding in:		Librarians Responding in:	
	May (N=371)	July (N=340)	May (N=78)	July (N=70)	May (N=14)	July (N=12)	May (N=8)	July (N=5)
Degree of participation in after-work activities compared to the five-day workweek:								
a. Increased during four-day workweek	11	11	8	15	7	17	12	20
b. No difference	47	38	40	26	57	42	13	80
c. Decreased during four-day workweek	41	50	51	59	36	41	75	0
d. No response	1	1	1	0	0	0	0	0
Personal scheduling problems compared to five-day workweek:								
a. Increased during four-day workweek	18	17	30	24	7	25	13	20
b. No difference	57	50	53	53	72	50	50	40
c. Decreased during four-day workweek	24	32	17	23	21	25	37	40
d. No response	1	1	0	0	0	0	0	0
Productive use of leisure time compared to five-day workweek:								
a. Increased during four-day workweek	49	53	50	50	57	58	50	40
b. No difference	28	22	33	20	29	25	38	20
c. Decreased during four-day workweek	22	24	17	30	14	17	12	40
d. No response	1	1	0	0	0	0	0	0
Use of car compared to the five-day workweek:								
a. Increased during four-day workweek	12	13	9	13	7	8	0	20
b. No difference	36	29	31	27	36	17	37	0
c. Decreased during four-day workweek	50	56	60	60	57	75	63	80
d. No response	2	2	0	0	0	0	0	0

TABLE 6 (continued)
PERCENTAGE RESPONSES OF NON-INSTRUCTIONAL PERSONNEL
REGARDING FOUR-DAY OPERATIONAL WORKWEEK

Item	Career Employees Responding in:		Administrators Responding in:		Counselors Responding in:		Librarians Responding in:	
	May (N=371)	July (N=340)	May (N=78)	July (N=70)	May (N=14)	July (N=12)	May (N=8)	July (N=5)
Altered lunch schedule during four-day week:								
a. Yes	59	61	49	50	29	33	50	40
b. No	41	38	51	50	71	67	50	60
c. No response	0	1	0	0	0	0	0	0
Lunch schedule preference:								
a. Four-day workweek schedule	22	20	9	10	7	8	25	20
b. Five-day workweek schedule	25	29	24	21	0	0	37	0
c. No preference	21	21	26	29	21	34	0	20
d. No difference in lunch schedule	31	28	40	39	72	58	38	60
e. No response	1	2	1	1	0	0	0	0
Opinion of public's preference for College operational week:								
a. Four-day week	35	34	21	10	43	33	12	0
b. Five-day week	7	7	11	11	14	0	12	0
c. No preference	12	19	15	29	7	33	12	40
d. Cannot determine	45	39	53	47	36	34	64	60
e. No response	1	1	0	3	0	0	0	0
Personal preference regarding College operational week during May-August, 1982:								
a. Four days	78	73	56	57	72	75	88	100
b. Four and one-half days	10	13	16	23	14	0	0	0
c. Five days	8	10	18	17	0	8	0	0
d. No preference	3	3	9	3	7	17	12	0
e. No response	1	1	1	0	7	0	0	0

TABLE 6 (continued)
PERCENTAGE RESPONSES OF NON-INSTRUCTIONAL PERSONNEL
REGARDING FOUR-DAY OPERATIONAL WORKWEEK

Item	Career Employees Responding in:		Administrators Responding in:		Counselors Responding in:		Librarians Responding in:	
	May (N=371)	July (N=340)	May (N=78)	July (N=70)	May (N=14)	July (N=12)	May (N=8)	July (N=5)
Recommendation regarding College operational week during May-August, 1982:								
a. Four days	74	65	53	59	86	75	88	80
b. Four and one-half days	6	11	10	17	7	0	0	0
c. Five days	8	10	18	14	0	8	0	0
d. No recommendation	7	7	10	6	7	17	12	20
e. Other	5	6	8	4	0	0	0	0
f. No response	0	1	1	0	0	0	0	0

Enrollment During the 1981 and 1980 Spring and Summer Terms

To determine whether the four-day classweek may have had an effect on enrollment, the college credit enrollment of the 1981 Spring and Summer Terms was compared to the college credit enrollment of the 1980 Spring and Summer Terms. As can be seen from the comparison data presented in Table 7, the full-time enrollment was greater in both 1981 terms vis-a-vis the 1980 terms. FTE enrollment was also greater in each 1981 term compared to the corresponding 1980 term. Table 8 data reflect the comparative shift to a slightly higher credit hour load in the 1981 terms compared to the 1980 terms. Although it cannot be asserted that the four-day classweek caused the year-to-year enrollment increase, it can be stated that the four-day classweek did not negatively impact student enrollment. Moreover, there was an 18.9 percent increase in the number of June high school graduates enrolled in the 1981 Summer Term (176 enrolled) compared to the 1980 Summer Term (148 enrolled).

TABLE 7

COLLEGE CREDIT ENROLLMENT COMPARISON

Enrollment	Spring Term 1981	Spring Term 1980	Percent Change	Summer Term 1981	Summer Term 1980	Percent Change
Full-Time	5171	4804	7.6	1672	1590	5.2
Part-Time	4186	4221	-0.8	2668	2796	-4.6
Total	9357	9025	3.7	4340	4386	-1.0
FTE	1656	1564	5.9	620	614	1.0

TABLE 8

CREDIT HOUR LOAD PERCENTAGE DISTRIBUTION COMPARISON

Term	1-3	4-6	7-9	10-12	13+	Average
Spring, 1981	41.6	41.2	10.0	5.2	2.0	5.3
Spring, 1980	43.1	41.2	9.0	4.8	1.9	5.2
Summer, 1981	58.9	36.8	3.9	0.3	0.1	4.3
Summer, 1980	62.2	33.8	3.6	0.4	0.0	4.2

Student Academic Performance

Students reported in both surveys that, in general, the four-day classweek did not negatively impact their academic performance. This self-report is substantiated by finding no significant difference in the average grades earned or received by the college credit students enrolled in the 1981 Spring and Summer Terms vis-a-vis the grades earned and received in the 1980 Spring and Summer Terms. Moreover, no significant difference was found in the distribution of the academic and non-academic grades. The grade distribution by individual course area for the 1981 and 1980 Spring and Summer Terms can be found in Appendices 4 and 5.

Provision of Services to Students and Public

The fact that the College was not open on Fridays had a positive impact for some students and members of the public, and a negative impact for others. A number of students and members of the public expressed to College personnel how pleased they were that they could call College offices before or after work or stop at a College office on the way home from work.

Financial aid awards and registration processing were not affected by the four-day operational week. It was the common perception by administrators in the College Administration Student Services and Development Department that the evening-attending student received, due to the expanded office hours, services equivalent to those of the day-attending student.

At the campuses, there was no consistent pattern regarding the usage of Learning Resources and the developmental or skills (e.g., typing) labs. At all campuses, except the South Campus, the frequency of Learning Resources visitations and/or circulation of materials was less in the 1981 Spring and Summer Terms vis-a-vis the 1980 Spring and Summer Terms. At the Kent and North Campuses, the utilization of developmental and skills labs was greater during the 1981 terms than during the 1980 terms. However, at the Downtown Campus, the use of such labs was less during the 1981 terms compared to the 1980 terms; and at the South Campus, utilization was unchanged.

The comments made by students (and members of the public) to campus staff personnel regarding extended hours of operation during Monday through Thursday were positive. For example, students reacted favorably when they could visit the campus business office until 6:30 p.m. There were very few negative comments concerning the campus being closed on Fridays. The majority of negative opinions concerned the inability to use Learning Resources services on Fridays.

The four-day classweek did prove to be incompatible with the off-campus hospital experience of students enrolled in the Associate Degree Nursing (ADN) and Medical Laboratory Technology (MLT) programs. The hospital phase of the MLT program was operated on a five-day classweek basis with program faculty members teaching on alternate Fridays. The clinical experience of ADN students was lengthened on a daily basis and shortened on a weekly basis. A further problem encountered by some ADN students was the inability to schedule use of the Nursing Skills Lab during Monday through Thursday.

In response to the four-day classweek, a mathematics lab was created at the North Campus specifically for students enrolled in the beginning algebra course. Once knowledge of the mathematics lab availability became widespread, other students frequented the lab. At the Downtown Campus, students were block scheduled for three hours during one day per week at the Individual Manpower Training Systems (IMTS) lab rather than the previous one-hour-per-day schedule. The block schedule innovation was so favorably received by students and instructors that the more efficient block schedule is being utilized during the five-day classweek.

Operational Functioning Impact

It was a common assumption before the initiation of the four-day week operation that the College would realize a financial savings due to a decreased use of electricity. This assumption was substantiated as shown by the data presented in Table 9. If the College had utilized in May through August, 1981 the amount of electricity utilized in May through August, 1980, this 613,275 kilowatt difference would have cost the College $41,613. This savings figure is understated from a five-day operational week comparison due to the fact that the Kent and South Campuses operated on a four-day workweek from mid-June through the third week of August during 1980. Moreover, no cost data are available for either 1981 or 1980 respecting the electricity cost incurred by Central Administration, as utility costs are included in the lease agreement respecting the occupied facilities.

TABLE 9

FINANCIAL SAVINGS IN
ELECTRICITY USAGE AT RESPECTIVE CAMPUSES

Campus	Kilowatts Used May-August 1980	Kilowatts Used May-August 1981	Decrease In Kilowatts Used 1981 vs. 1980	1981 Cost per Kilowatt	Amount Saved Compared to 1980 Usage
Downtown	1,745,000	1,665,400	79,600	$0.064	$ 5,094
Kent	1,219,200	1,123,200	96,000	0.070	6,720
North	1,488,000	1,250,400	237,600	0.069	16,394
South	1,395,520	1,195,445*	200,075	0.067	13,405
Combined	5,847,720	5,234,445	613,275	---	41,613

*Estimated use excluding electricity used in facilities under construction.

During May-August, 1981 compared to May-August, 1980, there was a 7.5 percent increase by College personnel in the amount of vacation leave utilized, and a 2.2 percent decrease in the total amount of sick leave utilized. The four-day workweek was fatiguing for many, but apparently not debilitating.

No significant operational problems were encountered by the Data Processing Department during the four-day operational week period. Production output was not impacted, except in one instance where personnel did work one Friday to complete a production run from the previous night which could not be rescheduled the following Monday night.

The Finance Department experienced a facilitation in operations regarding two functions during the four-day week operation. Disbursement requests were frequently processed sooner due to the extended daily hours, and personnel responsible for collections were able to contact debtors at home after the individuals returned home from their place of employment. Debtors could only be contacted at their home because, in most cases, the debtor's place of employment was unknown. No problems were encountered with vendors regarding the delivery of items, and only limited attempts were made on Fridays to contact the Department.

Approximately fifty calls (7 percent of total daily calls) were received daily by the College Administration switchboard before 8:00 a.m. or after 5:00 p.m. Three of four of these calls were received after 5:00 p.m.

Because the four-day operational week was not universal during May through August, 1981, it was necessary for individual College personnel to conduct College business or represent the College on Fridays. Certain College personnel on some Fridays had to meet with federal auditors, handle maintenance problems, meet with local agency personnel, meet with vendors or contractors, and attend scheduled Division of Community Colleges or State Department of Education council or committee (task force) meetings. In some instances, individuals

employed by other organizations who were working on projects with College personnel expressed their displeasure concerning not being able to make contact with these College personnel on Fridays.

Individuals teaching courses on a part-time basis in the evening at a campus could, when they arrived, leave materials with or pick up materials from the supervising instructional administrator, who was still in his or her office due to the extended daily hours.

The operation of the College on a four-day workweek drew praise, envy and some concern from members of the public. Expressed to College personnel by members of the public was praise that FJC was trying to conserve energy, envy that they too would like to work four days weekly rather than five, and concern based on the incorrect assumption that fewer than forty hours were being worked during the four days per week the College was operating.

The impact of the four-day workweek on the College's operation was on balance neutral with the exception of financial expenditures for utilities, where the impact was definitely positive.

APPENDIX 1

Four-Day Operational Week Impact Survey Forms

Student Form
Teaching Faculty Form
Non-Instructional Personnel Form

Student Form

IMPACT OF FOUR-DAY CLASSWEEK AT FJC

Your experience with the present four-day classweek is of value in determining the impact of this new operation.

1. Please indicate the campus at which you are primarily enrolled. ____ 1

____1. Downtown ____2. Kent ____3. North ____4. South

(Included in second administration: Did you attend the College during the 1981 Spring Term? ____1. Yes ____2. No) X 2

2. Is this the first term in which you enrolled at FJC? ____ 3

____1. Yes ____2. No

3. Were you enrolled in the 1980 Fall Term and/or the 1981 Winter Term? ____ 4

____1. Yes ____2. No

4. Are you satisfied that you are learning the amount of material being presented this term in the longer class periods? ____ 5

____1. Yes, definitely ____2. Yes, usually ____3. No

5. Are you staying alert in class this term throughout the longer class periods? ____ 6

____1. Yes, definitely ____2. Yes, usually ____3. No

6. With the four-day classweek, do you have more opportunities for part-time employment? ____ 7

____1. Yes, a lot ____2. Yes, some ____3. No

7. Please indicate your preference between these two alternatives. ____ 8

____1. Availability of free Friday for studying or working with less time Monday through Thursday.

____2. Courses offered Monday through Friday allowing more time to study or work Monday through Thursday.

8. Would you have taken an additional course if the College were operating with a five-day classweek? ____ 9

____1. Yes, definitely ____2. Yes, probably ____3. No

9. Regarding the library (Learning Resources), please indicate your experience. ____ 10

____1. Have sufficient time to use Monday through Thursday and am not affected by Friday closing.

____2. Need to use on Friday—being closed is an inconvenience.

(over, please)

10. Regarding various student services persons, please indicate your experience. ____ 11

____1. Have sufficient time and can see necessary personnel on Monday through Thursday.

____2. Have insufficient time on Monday through Thursday and would visit personnel on Friday if available.

11. If you have previously attended FJC on a five-day classweek schedule, how does your present gasoline consumption for your car compare. ____ 12

____1. Use less now than in five-day week.

____2. Use more now than in five-day week.

____3. Use about the same amount as with five-day week.

____4. Have never been an FJC student on five-day classweek schedule.

____5. Not applicable.

12. What benefits have your experienced going to class four days rather than five days a week?

_____

_____

_____

_____

What problems have you experienced going to class four days rather than five days a week?

_____

_____

_____

_____

13. If you were to attend FJC next year at the same time, what is your preference regarding the number of days a week you would like classes offered. ____ 13

____1. Four days ____2. Five days ____3. No preference

14. Would you recommend that FJC operate next year at this time on a four-day class schedule rather than a five-day class schedule? ____ 14

____1. Yes ____2. No ____3. No recommendation

15. Additional comments: _____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE

Teaching Faculty Form

IMPACT OF FOUR-DAY OPERATIONAL WEEK AT FJC

Your experience as a teaching faculty member and your perceptions of the present four-day operational week are of value in assessing whether the College should consider implementing a four-day week next year during the same period.

Please return this completed survey form to (name of designated MAU coordinator).

1. Please indicate the campus at which you primarily teach. 1

____1. Downtown Campus ____3. North Campus
____2. Kent Campus ____4. South Campus

(Included in second administration: Did you teach during the 1981 Spring Term? X 2

____1. Yes ____2. No)

Compared to your experience with the five-day classweek, please indicate your experience with the four-day classweek by circling the appropriate number. Please respond as the item relates to you rather than to students.

	Greatly Increased	Increased	No Difference	Decreased	Greatly Decreased	
2. Absenteeism	5	4	3	2	1	3
3 Degree of fatigue on the job	5	4	3	2	1	4
4. Facilitating the scheduling of student conferences	5	4	3	2	1	5
5. Interruption of working hours due to personal business or appointments.	5	4	3	2	1	6
6. Level of productivity	5	4	3	2	1	7
7. Participation in after-work activities	5	4	3	2	1	8
8. Personal scheduling problems	5	4	3	2	1	9
9. Productive use of leisure time	5	4	3	2	1	10
10. Student performance as affected by more concentrated instruction	5	4	3	2	1	11
11. Student performance as affected by longer class periods	5	4	3	2	1	12

(over, please)

12. Teaching effectiveness as affected by longer class periods — 5 4 3 2 1 ____ 13

13. Use of car (i.e., gasoline consumption) — 5 4 3 2 1 ____ 14

14. Have you altered your lunch schedule as a result of the four-day classweek? ____ 15

____1. Yes ____2. No

15. Comparing your present term and your Fall or Winter term lunch schedules, what is your preference? ____ 16

____1. Present term lunch schedule
____2. Fall or Winter term lunch schedule
____3. No preference
____4. No difference in lunch schedules

16. In your opinion, what is the preference of the public regarding the operational week of the College? ____ 17

____1. Four Day
____2. Five Day
____3. No preference
____4. Cannot determine

17. What benefits have you observed or perceived are being experienced by students with the four-day classweek as compared to the five-day classweek?

_____

_____

_____

What problems have you observed or perceived are being experienced by students with the four-day classweek as compared to the five-day classweek?

_____

_____

_____

18. What benefits have you experienced with the four-day classweek as compared to the five-day classweek?

_____

_____

_____

What problems have you experienced with the four-day classweek as compared to the five-day classweek?

_____

_____

_____

19. What is your recommendation, considering all factors, regarding the College's operational week during the 1982 Spring and Summer Terms? ____ 18

____1. Four day
____2. Four and one-half day
____3. Five day
____4. No recommendation
____5. Other (please list)

_____

20. Additional comments: _____

_____

_____

THANK YOU FOR PARTICIPATING

A-1.4

Non-Instructional Staff Form

IMPACT OF FOUR-DAY OPERATIONAL WEEK AT FJC

Your experience and perceptions of the present four-day operational week are of value in assessing whether the College should consider implementing a four-day week next year during the same period.

Please return this completed survey form to (name of designated MAU coordinator).

1. Please indicate your employment category. ____ 1

____1. Administrator
____2. Career Employee
____3. Counselor
____4. Librarian

2. Please indicate your College location. ____ 2

____1. Downtown Campus
____2. Kent Campus
____3. North Campus
____4. South Campus
____5. College Administration

Compared to your experience with the five-day workweek, please indicate <u>your</u> personal experience with the four-day workweek by circling the appropriate number.

	Greatly Increased	Increased	No Difference	Decreased	Greatly Decreased	
3. Absenteeism	5	4	3	2	1	____ 3
4 Degree of fatigue on the job	5	4	3	2	1	____ 4
5. Interruption of working hours due to personal business or appointments.	5	4	3	2	1	____ 5
6. Level of productivity	5	4	3	2	1	____ 6
7. Participation in after-work activities	5	4	3	2	1	____ 7
8. Personal scheduling problems	5	4	3	2	1	____ 8
9. Productive use of leisure time	5	4	3	2	1	____ 9
10. Use of car (i.e., gasoline consumption)	5	4	3	2	1	____ 10

(over, please)

11. Have you altered your lunch schedule as a result of the four-day operational week? ____ 11

____1. Yes ____2. No

12. Comparing your present four-day operational week and your regular five-day operational week lunch schedules, what is your preference? ____ 12

____1. Present lunch schedule
____2. Regular lunch schedule
____3. No preference
____4. No difference in lunch schedules

13. In your opinion, what is the preference of the public regarding the operational week of the College? ____ 13

____1. Four Day
____2. Five Day
____3. No preference
____4. Cannot determine

14. What <u>benefits</u> have you experienced working four days compared to five days a week?

What <u>problems</u> have you experienced working four days as compared to five days a week? 14

15. There are several alternative operational workweeks which could be established at the College. Among the listed options, please indicate the option most preferred by you during May-August, 1982.

____1. Four day
____2. Four and one-half day
____3. Five day
____4. No preference

16. What is your recommendation, considering all factors but excluding your personal preference, regarding the College's operational week during May-August, 1982? ____ 15

____1. Four day
____2. Four and one-half day
____3. Five day
____4. No recommendation
____5. Other (please list) _____

17. Additional Comments: _____

THANK YOU FOR PARTICIPATING

APPENDIX 2

Comments Regarding Four-Day Operational Week as of May 25-28, 1981 Survey

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-28, 1981 SURVEY

DOWNTOWN CAMPUS: STUDENTS

Personal Benefits of Four-Day Week

Learn more, study more and time to complete projects (63)

Time for personal business (47)

More time to work (23)

Save gasoline (8)

Personal Problem with Four-Day Week

Classes start earlier and run longer (20)

General Comments Regarding Four-Day Week

Love four-day week, time to study (31)

Stay with four-day week year-round so I can work (6)

Classes are too long (5)

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-28, 1981 SURVEY

KENT CAMPUS: STUDENTS

Personal Benefits of Four-Day Week

More time to study and learn (68)

Three-day weekend (37)

More free time to relax (35)

Can make more money (22)

Gasoline savings (18)

More time at home with kids (5)

Cover more material in class (5)

Save on baby-sitting expense (5)

Less time to worry about school (4)

Can clean my house (3)

Term/week seems to go by faster (3)

Parking problem is eliminated

More individualized attention in class

Spend less money

Save on bus fare

Can go to the beach

Personal Problems with Four-Day Week

No problems (52)

Not enough time (20)

Too much material covered in class (18)

Get bored in class (11)

Interferes with work schedule, so I make less money (9)

More homework (8)

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-28, 1981 SURVEY

KENT CAMPUS: STUDENTS

Personal Problems with Four-Day Week (continued)

Longer class periods (6)

Don't learn as much because of pace and attendance every day (6)

Library is closed on Fridays (5)

Subject matter is left out in class (3)

Morning class is so early (2)

Child care

Filling out surveys like this

Use more gasoline

Parking space is a problem

Not enough time to talk with teachers

General Comments Regarding Four-Day Week

Satisfied completely (9)

Keep libraries open (9)

Hope FJC will expand this type of schedule (7)

Convenient but difficult (6)

Hope FJC will continue with four-day week (5)

Boring (3)

Need to alter time pattern (3)

Not applicable to non-credit students (3)

Keep labs open (2)

Wish we were on quarter system (2)

Not suited for the serious full-time student (2)

Stop this mess, it stinks (2)

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-28, 1981 SURVEY

KENT CAMPUS: STUDENTS

General Comments Regarding Four-Day Week (continued)

No learning is taking place with this type of schedule (2)

Some of the instructors seem hard pressed to cover all the material (2)

Study problems

Family problems

No preference

Does it make any difference what we think?

Quality is improved

Personal problems

Discussions in class better

Helpful and grateful for opportunity

Temperature a bit of a problem on first day of week

Need English lab on Fridays

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: STUDENTS

Personal Benefits of Four-Day Week

More time to study (66)

Extra time for housework and leisure (34)

Better job hours (30)

Gasoline savings (30)

Longer weekends (24)

Taking care of personal appointments on Friday (14)

More time with family (13)

More time for outside activities (12)

More personal responses from professors in teaching assignments

See children before school

Teachers have more time to teach

More time with teachers

Conserves energy

Personal Problems with Four-Day Week

Longer classes (14)

Less lab time (12)

Less time for home study (11)

Library not opened on Friday (10)

Lack of concentration in longer classes (5)

Too much work at school (4)

Getting home too late (3)

No free time between classes (3)

Transportation problems (2)

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: STUDENTS

Personal Problems with Four-Day Week (continued)

Not as attentive (2)

Problems with scheduling classes (2)

Teachers less available (2)

Less time for recreation

Tests too close together

Less time for lunch

Grades lower

Children are alone more

Extended hours cut out work time

General Comments Regarding Four-Day Week

Four-day classweek is very good (23)

Should operate four-day week year-round (6)

Computer lab needs to be opened on Fridays (3)

Extend LPN program to sixteen months-two years (2)

Need additional space for lunch (2)

Provide a cafeteria (2)

Prefer five-day classweek (2)

Business Affairs Office and Financial Aid should be open one-half day on Fridays

Beginning Algebra not a good course for short term

Extend PN program to eighteen months

Time for lunch too short by fifteen minutes

Four-day week should be omitted

Days too long

Traffic too heavy

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: STUDENTS

General Comments Regarding Four-Day Week (continued)

Grades have dropped

Provide bus service after 3:00 p.m.

Nursing lab should be open on Fridays once or twice a month

No air conditioning in C Building

Problems with registration of classes

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-29, 1981 SURVEY

SOUTH CAMPUS: STUDENTS

Personal Benefits of Four-Day Week

Long weekend (85)

More time to study (32)

Less expense (27)

Can be scheduled for a full day at work on Fridays (10)

Earn more credits in short time (3)

Material is retained and reinforced

Personal Problems with Four-Day Week

Too much material, too fast (43)

Poor attention span

Library and typewriters not available on Fridays and weekends (17)

Class period is too long (10)

Too much outside study required (8)

Fatigue (7)

Expenses higher (4)

Teachers rush to cover material (4)

Less time with family and outside activities (4)

Tardiness (2)

Need a break in class (2)

Hard to catch up on material if you miss a class (2)

Testing too rushed

General Comments Regarding Four-Day Week

Six-week semester too short (3)

Want Memorial Day as holiday (3)

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF MAY 25-28, 1981 SURVEY

SOUTH CAMPUS: STUDENTS

General Comments Regarding Four-Day Week (continued)

Need more time in foreign language classes, six weeks are not enough (2)

Four-day week is a good idea (2)

Lack of available classes during Spring/Summer Terms

Teaching methods need to be adjusted--more prepared note sheets, diagrams or work sheets for home study

Co-requisites offered at same time

Survey appears biased

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

DOWNTOWN CAMPUS: TEACHING FACULTY

Observed Benefits of Four-Day Classweek to Students

More time for student and class, more accomplished, better attendance (26)

Savings--gasoline, time and money (8)

More time for personal business (4)

Accessibility to personnel on campus (2)

Observed Problems with Four-Day Classweek to Students

Difficulty in studying, using library, writing lab and drafting tables (8)

No time between classes (4)

Adjusting to longer day (3)

Transportation

Personal Benefits of Four-Day Week

Increased time for personal activities, interests and responsibilities (24)

Less driving (17)

Better class attention and attendance (13)

More time to grade and outline (4)

Less mental and physical fatigue (3)

Personal Problems with Four-Day Week

Not enough time to complete job (4)

Fatigue (4)

Accessibility to office (2)

Slow learners have harder time learning

General Comments Regarding Four-Day Week

Would like four-day shorter hours year-round, love four-day week (13)

More accessible to students (3)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

DOWNTOWN CAMPUS: TEACHING FACULTY

General Comments Regarding Four-Day Week (continued)

Prefer four-day Spring/Summer Terms, and five-day week Fall/Winter Terms (2)

Good attendance (2)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

KENT CAMPUS: TEACHING FACULTY

Observed Benefits of Four-Day Classweek to Students

Students seem to like extended and concentrated class time (14)

More leisure time (5)

None (5)

More time for their job, which is very important to them (4)

Increased understanding of subject matter (4)

More work opportunities (3)

Better attendance (3)

Less travel time (2)

Gasoline savings (2)

Three-day weekend

Greater efficiency

More productivity

Morale higher

Better attention

Observed Problems of Four-Day Classweek to Students

None (16)

Lack of time for transfer of skills (5)

Insufficient time to learn (2)

Fewer student services

Library/labs not opened on Fridays

Tests seem to occur on Thursdays, impacting students schedules

Problems become more exaggerated for problem-prone students

Making the required mental adjustments

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

KENT CAMPUS: TEACHING FACULTY

Observed Problems of Four-Day Classweek to Students (continued)

Class scheduling

Scheduling work around classes

Personal Benefits of Four-Day Week

Three-day weekend to do personal business (12)

Feel more rested (3)

Morale better (3)

With concentrated office hours, more work is accomplished on time (3)

Gasoline savings (3)

None (3)

Less travel time (2)

More family time, less on-the-job guilt (2)

Less take-home work

Use a greater variety of teaching methods because of longer class time

Time goes very quickly

Fits my teaching style better

More time on weekends for class preparation

Personal Problems with Four-Day Week

None (20)

Difficult to (or can't) cover as much subject matter (8)

Night classes difficult in short term (3)

Fatigue (2)

Decreased work performance (2)

Time goes too fast

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

KENT CAMPUS: TEACHING FACULTY

Personal Problems with Four-Day Week (continued)

Motivating the students

Need part of Friday to recuperate

More taxing to prepare for longer class periods

Office conferences a bit more difficult

General Comments Regarding Four-Day Week

I would like to have the four-day week throughout the year (3)

I think it's great

Great morale booster

Students have more difficulty adjusting to the pace than do faculty

Keep the schedule for it is a boon to us

Should use concensus as basis for determining future pattern

Slight fatigue initially, but like the schedule

Though employees would like the schedule, students learn more on five-day schedule

Need to keep the library open on Fridays

Increased productivity

Extremely effective schedule

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: TEACHING FACULTY

Observed Benefits of Four-Day Classweek to Students

Leisure day for students (13)

Study is more concentrated (12)

Students have a longer weekend for working instead of working during the week (8)

Gasoline savings (6)

Better attendance (4)

Longer day enables students to complete projects (3)

Improved attitude

Less boredom with subject matter because new topics arise often

More time to deal with student problems

Observed Problems with Four-Day Classweek to Students

Students who have difficulty with a five-day short term have an even greater problem with the four-day longer class period schedule (8)

More fatigue--less attentive (5)

With longer class days, students have problems with work schedules (2)

Less time for nursing students to practice skills in lab (2)

Homework assignments requiring use of labs/library are harder to complete

Class scheduling

Personal Benefits of Four-Day Week

Gasoline savings (16)

More time for personal business (16)

Better continuity (8)

More leisure time to grade papers and for professional reading (6)

More productive lab experiences/longer class periods (6)

Improved morale (3)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: TEACHING FACULTY

Personal Problems with Four-Day Week

Poor scheduling (9)

More fatigue (5)

Disorientation causing use of more gas (3)

Must cover more each time in day classes (3)

Using Fridays to do school work at home (2)

Less student performance (2)

Increased absenteeism

Fewer student conferences

Allied Health Program--some lectures scheduled on Fridays

Time for committee meetings is limited

General Comments Regarding Four-Day Week

Love it! (6)

Savings on gasoline and energy for FJC (5)

Four-day week should be year-round (2)

The heat in classrooms is unbearable

Students should be counseled more thoroughly because most of them work

I like the four-day week; it does not change my student contact or office hours, gives me some breathing room

Weak students may suffer more

Should have more breaks

If four-day week is repeated next year, more time should be spent revising schedules

I have been inconvenienced, however vote to continue if students can benefit

Vocational programs should be cut to seven hours

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: TEACHING FACULTY

General Comments Regarding Four-Day Week (continued)

In lieu of pay increases, hours should be reduced to thirty-six; not much accomplished during last hour

Four-day week in Fall or Winter Term would be a disaster--students don't like afternoon classes

Resent having to stay on campus eighteen hours a day, two or three times a week in order to meet the clock; have to spend Friday doing what I normally would do on Mondays through Thursdays

Okay for Spring/Summer Terms, but not year-round

Savings should be weighed against mental health/productivity

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

SOUTH CAMPUS: TEACHING FACULTY

Observed Benefits of Four Day Classweek to Students

Long weekend (13)

More concentration on subject (10)

Less expense (8)

Increased attendance (3)

Greater performance

Better preparation

Observed Problems with Four-Day Classweek to Students

Tardiness (6)

Classes too fast and too long (5)

Reduced access to labs and library (4)

Work load too heavy (4)

Fatigue (3)

Difficult to catch up when a class is missed (3)

Poor attention span (3)

Less time for campus activities (2)

Students in a rush (2)

Marginal students have difficulty keeping up

Personal Benefits of Four-Day Week

Long weekends (13)

Less expense (10)

Better attendance (3)

Better concentration of subject (3)

Increased productivity (2)

More time to prepare for class (2)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

SOUTH CAMPUS: TEACHING FACULTY

Personal Problems with Four-Day Week

Lowering of academic performance levels, must cram necessary material (4)

Fatigue (4)

Less attention span (3)

Difficulty making class interesting

Difficulty working individually with students

Testing takes more time

Lab scheduling problems

Difficulty arranging schedules with children's schedules

General Comments Regarding Four-Day Week

Prefer four-day week (15)

Lowering of academic performace levels (3)

Spring/Summer Terms should be cross-term or eight weeks in length (2)

Night classes should be cross-term

Should offer cross-term reading classes

Remedial courses should be cross-term

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: COUNSELORS

Personal Benefits of Four-Day Week

More opportunity for weekend trips

Attend to personal business and appointments

More family time

More relaxed to do a better job

Personal Problems with Four-Day Week

Fatigue

Because of the longer hours, cannot do personal business on the way home; do not like four-day week

General Comment Regarding Four-Day Week

More productive on five-day week. With the longer hours I cannot participate in civic/community projects

SOUTH CAMPUS: COUNSELORS

Personal Benefits of Four-Day Week

Long weekends

Fridays free for personal business and appointments

Personal Problem with Four-Day Week

Scheduling for children at school

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: LIBRARIANS

Personal Benefits of Four-Day Week

Attend to personal business

More time to prepare assignments for continuing education courses

Personal Problem with Four-Day Week

More fatigue

General Comment Regarding Four-Day Week

The final decision should be based on student acceptance and enrollment trends

SOUTH CAMPUS: LIBRARIANS

Personal Benefits of Four-Day Week

Long weekends (3)

Less expense

Fridays free for personal business and appointments

Personal Problems with Four-Day Week

Fatigue

Must postpone errands unitl Friday that normally could have been handled at lunch or after work

Miss hour-long lunch

General Comment Regarding Four-Day Week

Prefer four-day workweek of less than forty hours

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

DOWNTOWN CAMPUS: CAREER EMPLOYEES

Personal Benefits of Four-Day Week

More time for personal use (62)

Automobile savings (gasoline savings, parking) (17)

Productivity up at work (12)

Personal Problems with Four-Day Week

Fatigue on the job (19)

Conflict of schedules (15)

Preparing evening meals late (9)

Transportation (7)

Child care (6)

General Comments Regarding Four-Day Week

Prefer four-day flex schedule year-round or thirty-six hour week (23)

No advantage over five-day week (3)

Ten-hour day is bad for health (2)

Better availability to students (2)

Savings

FJC should be open Friday and Saturday

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: CAREER EMPLOYEES

Personal Benefits of Four-Day Week

Taking care of personal business (27)

More leisure time (23)

Savings on gasoline (13)

Can accomplish more during longer day (9)

Conserving on annual leave (3)

Can take trips out-of-town

Participate in more outside activities

Less traffic

Better employee morale

Feel refreshed on Mondays

Personal Problems with Four-Day Week

Creates family problems (15)

Exhausted at end of day (12)

More difficult to get to school at night (4)

Lack of sleep (2)

Cannot attend family and church activities because of longer hours

Difficulty in scheduling personal business on Fridays

Child care problems

Difficult to reach people in early morning hours and after 5:00 p.m.

Traffic problems in evening

Difficulty in scheduling students

Decrease in productivity

Cannot take classes on lunch hour

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: CAREER EMPLOYEES

General Comments Regarding Four-Day Week

Work week should be shortened (thirty-five hours) with same pay. Four-day week would be more effective, less fatigue and more incentive to do a better job (22)

Break in routine--enjoy the four-day week (3)

Do not want the four-day week for Fall/Winter Terms (2)

Public not being served adequately; savings do not justify loss of services

Staff and instructors seem extra tired--hate the four-day week

The four-day week helps FJC save money and gives a lot of free time to the administrators and faculty, but has little effect on career employees and is a drawback to students in the health areas who have didatic and clinical areas to consider, not to mention library time

Would consider less pay increase if workweek was shortened

Could carpool if workweek was shortened

Would like to continue four-day week after August

Productivity has decreased

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

SOUTH CAMPUS: CAREER EMPLOYEES

Personal Benefits of Four-Day Week

Fridays free for personal business and appointments (14)

Long weekends (11)

Less expense (5)

Better access to students because of later work hours

Personal Problems with Four-Day Week

Must delay evening meal and no time to spend with family and friends after work (15)

Fatigue (11)

Scheduling for children at school (5)

Cannot attend evening classes because of late working hours (5)

Cannot carpool because of work schedule (4)

Must postpone errands until Friday that normally could have been handled at lunch or after work (2)

Unable to make contact with outside vendors, schools, etc. prior to 8:00 a.m.

General Comments Regarding Four-Day Week

Prefer four-day week of less than forty hours (7)

Four and one-half day week would work all year-round (3)

Being on the job ten to eleven hours per day is very tiring (2)

Production down by end of the week (2)

Let us decide if we want thirty minutes or an hour for lunch (2)

If hours per day can't be decreased to nine, prefer five-day week

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

COLLEGE ADMINISTRATION: CAREER EMPLOYEES

Personal Benefits of Four-Day Week

Able to take care of personal business and appointments on Friday (59)

Time for family activities (27)

More productive hours due to less interruptions at work (17)

Enjoy long weekends (16)

Enjoy spending Fridays for leisure (15)

Automobile savings (gasoline savings, parking) (10)

Domestic tasks can be performed on Fridays leaving weekend free (6)

Less traffic (5)

Can take short trips on three-day weekends (4)

Save on lunch money (3)

Feel better on Mondays (2)

Can do volunteer work on Fridays

Can place some long distance calls in the evening hours at the lower rate saving the College money

Save on bus fare

Cooler in evenings when I leave from work

Can concentrate better

More quiet time at end of day at work

Personal Problems with Four-Day Week

Fatigue during the week (22)

Arriving home too late in evening--does not allow time for activities or for family, and dinner is always late (18)

Lunch hour is not long enough (7)

Cannot ride bus due to hours scheduled for working (6)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

COLLEGE ADMINISTRATION: CAREER EMPLOYEES

Personal Problems with Four-Day Week (continued)

Productivity down (6)

Costs me extra money during the four-day week (5)

Cannot join carpool due to work hours (4)

Child care is not as convenient (4)

Cannot take classes at night due to work schedule (4)

Cannot take care of public contacts for the College during work hours (3)

Missing every newscast on television (2)

Some employees do not put in required time (2)

Routine jobs (e.g., staff meetings) seemed to have increased (2)

Do not accumulate enough leave time

Have found it hard being a working mother on this schedule

Spend more money on extra day off

Has caused marital problems

Had to resign from position because hours were causing too many family problems

Dangerous working in early evening hours because of crime

Less time for personal business

Suggestions for Workweek Schedule

Four-day, thirty-six hour workweek (3)

College operate five days, but career employees have option of working four, four and one-half or five days

Should be based on what the majority of employees want

Three-day, thirty-six hour workweek

Should have either four or five-day week, no half days

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

COLLEGE ADMINISTRATION: CAREER EMPLOYEES

General Comments Regarding Four-Day Week

Enjoy four-day week (15)

Employees should vote on what they want the workweek schedule to be (5)

College could save more energy on a flex schedule (4)

Like four-day week, but ten hours a day is too long (3)

Operate on four-day week permanently (3)

Let's all help make the four-day week work for conservation (3)

Would like four-day week, nine hours a day (3)

Need to evaluate the four-day week later in August (2)

Outside businesses seem to have adjusted to the College's new schedule

Cannot contact faculty during these hours

Have had to adjust sleeping hours to avoid fatigue at office

Have had to adjust, but enjoy both the four and five-day week

Four-day week is not business oriented

Have better outlook at work during the four-day week

Problems which the four-day week creates are not worth it

Do not have time to attend meetings

More productive time due to less interruptions

Feel five-day week is better

Thanks for letting District try it out

Morale is up

Deadlines are not met

Employees work harder because they know that Friday is their time off

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

KENT CAMPUS: ADMINISTRATORS, CAREER EMPLOYEES, COUNSELORS AND LIBRARIANS

Personal Benefits of Four-Day Week

Personal business on weekends (24)

Extra day and time (13)

More leisure time (13)

Gasoline savings (10)

More work accomplished (9)

More time with family (7)

None (6)

Morale increased

Personal energy increased

Personal Problems with Four-Day Week

Fatigue (25)

None (20)

Personal problems, i.e., family, meals, etc. (8)

Fewer personal activities during week (6)

It takes Friday to recover (4)

Lunch break too short (4)

Early arrival (2)

Stress (2)

Having children prepare meals

Can't take bus

General Comments Regarding Four-Day Week

Recommend year-round four-day week (7)

Would prefer a thirty-six hour week (7)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

KENT CAMPUS: ADMINISTRATORS, CAREER EMPLOYEES, COUNSELORS AND LIBRARIANS

General Comments Regarding Four-Day Week (continued)

Enjoy the three-day weekend very much (6)

A nice change (5)

Despite the problems, wouldn't trade Fridays (4)

Students like the four-day week (3)

Minimal losses of productivity due to fatigue (3)

Had to make very few adjustments (2)

Four nine-hour days would be just as productive (2)

Need to have the library open on weekends

Not much done at work during late hours

Difficult to determine whether four-day or five-day week is best

People who complain about four-day week also complain about five-day week

FJC should adjust to nine-hour work day if I have to sacrifice for the adjusted schedule

Saves the College money

Would object if College went totally to four-day week--would interrupt going to school

Too early to determine the effects

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

NORTH CAMPUS: ADMINISTRATORS

Personal Benefits of Four-Day Week

Accomplish more work in shorter time (4)

More leisure time (3)

Allows time to take care of personal business (3)

Gasoline savings (2)

Opportunity to meet with staff that I ordinarily would not be able to

Energy savings

Personal Problems with Four-Day Week

Having children home for summer

In the past, have been at work before working hours as well as after where as now I have to put in the specified hours.

Seems a burden, particularly for Career Employees; we are out of synch with the rest of the City

Coordinating training offices for dental assistant students. Heavy student load for four-day cross-term with labs and clinics for Dental Hygiene/Assisting

No time in evening for activities

Reduction in productivity

Exhausted at end of day

Division of Blind Services was totally against I.L.A.B going on four-day week, but permitted it after long discussions.

General Comments Regarding Four-Day Week

Was difficult to adjust to at first, but now I feel adjusted

Students in high technology programs with labs and clinics suffer the most

I see no reasons to keep a four-day week, its disadvantages are great

A number of the faculty under my supervision actually "give" to the College more of themselves than required. It is much more difficult for them to follow that policy under a four-day week

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

SOUTH CAMPUS: ADMINISTRATORS

Personal Benefits of Four-Day Week

Less expense (6)

Fridays free for personal business and appointments (4)

Improved employee morale (3)

Long weekends (2)

Greater job productivity (1)

Personal Problems with Four-Day Week

Fatigue (4)

Must delay evening meal, and insufficient time to spend with family and friends after work (3)

Slight problems with employee scheduling and supervision (2)

Scheduling for children at school

General Comments Regarding Four-Day Week

Prefer four-day workweek of less than forty hours (2)

Four-day week schedule should not be implemented during Fall and Winter Terms (2)

Would prefer four-day week year-round

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

COLLEGE ADMINISTRATION: ADMINISTRATORS

Personal Benefits of Four-Day Week

Friday free for personal business and appointments (7)

Automobile savings (gasoline savings, parking) (4)

Long weekend allows time for family activities (4)

Can accomplish more work the hour before 8:00 a.m. and hour after 5:00 p.m. due to fewer phone interruptions (3)

Like having three-day weekend (3)

More production because of decrease in time "setting up" (3)

Longer periods of concentration (2)

Dry-cleaning bill reduced

Fridays have provided extra time to socialize with fellow workers

Less traffic

Overall energy savings

Sense of renewal on Mondays

Personal Problems with Four-Day Week

Overall productivity decreases (7)

Fatigue during week (6)

Decrease in time for public contacts with other businesses (3)

Ten-hour day is too long (2)

Scheduling personal business is inconvenient during week (2)

Little time for family during the week (2)

Spend more money on extra day off

Child care scheduling is a problem

Trying to go to school after working ten hours

Time available for quality planning is limited

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF MAY 25-28, 1981 SURVEY

COLLEGE ADMINISTRATION: ADMINISTRATORS

Personal Problems with Four-Day Week (continued)

Difficulty in scheduling staff to stay until 6:30 p.m.

No time for after-work activities

Difficulty in scheduling transportation

Morale problems

Deadlines are difficult to meet

Suggestions for Workweek Schedule

Four-day, thirty-six hour week (4)

Initiate a flex schedule based on five-day week (2)

General Comments Regarding Four-Day Week

Public should be more informed regarding the College's new work schedule

Campus libraries should remain open more hours through the week

People who normally stayed ten hours a day during the five-day week, are now spending fifty hours at work and taking work home on weekends

Other community college have adopted a four-day week schedule differently, such as: 8:00 a.m. - 5:30 p.m. with a forty-minute lunch and also 7:15 a.m. - 5:15 p.m. with a thirty-minute lunch break

Four-day week is great

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

COLLEGE ADMINISTRATION: CAREER EMPLOYEES

Personal Benefits of Four-Day Week

Friday off for personal appointments/business (46)

Can accomplish more chores at home on Fridays (17)

More leisure time at home (13)

More time for family activities (13)

Savings on gasoline (8)

Three-day weekend can be used for short trips (8)

Enjoy long weekends (8)

Less traffic to and from work (6)

Increase in productivity at work (5)

Refreshed on Mondays (3)

Can spend Friday alone (2)

More interaction with fellow workers

Fewer outfits to worry about

Stores are not as crowded on Fridays

Higher energy level

No longer shop during lunch hour causing me to save money

Personal Problems with Four-Day Week

Fatigue at work/after work (25)

Bus schedule conflict (9)

Decrease in evening activities (8)

Not able to attend evening classes (5)

Eating dinner late at night (4)

Not enough time for lunch (3)

APPENDIX 3

Comments Regarding Four-Day Operational Week as of July 13-16, 1981 Survey

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF JULY 13-16, 1981 SURVEY

DOWNTOWN CAMPUS: STUDENTS

Personal Benefits of Four-Day Week

More time with family and attending to personal business (39)

Friday is a day to study and learn more (36)

More time to work part-time job (16)

Save on gasoline and money (15)

Personal Problems with Four-Day Week

Not enough time for class work or break (6)

Choice of classes is limited and scheduling is a problem (5)

Getting up early (3)

Library closed on Fridays (2)

Material is taught too fast (2)

General Comments Regarding Four-Day Week

Love four-day week--would like to see it year-round (7)

Need five days (2)

Think HJC is a fine institution

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF JULY 13-16, 1981 SURVEY

KENT CAMPUS: STUDENTS

Personal Benefits of Four-Day Week

Three-day weekend (70)

More time to study and learn (51)

Can make more money (18)

Compression/continuity help me learn (14)

Save gasoline (11)

Time used more efficiently (7)

None (7)

More time at home with kids (6)

Save on baby-sitting expense (2)

Can clean my house

Cover more material in class

Can go the the beach

Personal Problems with Four-Day Week

No problems (52)

Don't learn as much (20)

Longer class periods (19)

Too much material covered (7)

Not enough time (5)

Limited class offerings (5)

Library closed on Fridays (4)

Use more gasoline (3)

Get bored in class (3)

Interferes with job; make less money (3)

To much material left out (3)

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF JULY 13-16 1981 SURVEY

KENT CAMPUS: STUDENTS

Personal Problems with Four-Day Week (continued)

Instructors have problem handling time schedule (2)

Not enough sleep (2)

More homework

No time to talk with teachers

Need lab open on Fridays

Must spend more time studying

Algebra is harder

Not enough time in class

General Comments Regarding Four-Day Week

Utilize four-day schedule throughout year (9)

Five-day during long terms/four-days during short terms (5)

I think four-day week is great (4)

More required courses should be scheduled cross-term (4)

Library should be open on Fridays/Saturdays (3)

Too much compacted into short term (2)

Some classes (math/science) too difficult in short term (2)

Four-day fits my work schedule (2)

Prefer five days but would go four days

Less boredom in four-day

Can concentrate in four-day pattern better

Refreshing

Save money by using higher setting on air conditioner

Night classes too long during short term

Morale is higher

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: STUDENTS

Personal Benefits of Four-Day Week

Having an extra day to study (43)

More time for personal needs (19)

Gasoline savings (18)

Like having at least a three-day weekend (16)

More time to work a full day (9)

More time to relax (6)

Classes being longer lets you grasp material easier (4)

More time with family (4)

Can work part-time (2)

Able to organize time better (2)

More time for myself (2)

More opportunity to incorporate learned material and use it effectively

More time with instructors

Personal Problems with Four-Day Week

Unable to utilize labs (18)

Unable to utilize library (14)

Long classes (8)

Too tired by Thursday (6)

Too much material to comprehend for one class (6)

Insufficient time for lunch (4)

Short attention span (2)

Interferes with working in the afternoon (2)

Not being able to reach instructors on Friday

Unable to talk to instructors

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: STUDENTS

Personal Problems with Four-Day Week (continued)

Difficult to get to see counselors

Unable to talk to college personnel on Friday

Boredom in class

Child care facility being closed on Friday for students who work on Friday

Initially getting schedules coordinated

Less time to get to work

Working longer hours per day on campus job

General Comments Regarding Four-Day Week

Go back to the five-day week (3)

Like four-day week during summer, but not year-round (3)

Nursing schedule not much different from five-day week schedule (2)

Rather have Monday off than Friday

Like four-day week, but lecture times are long and tiring

Four-day week is the pits--it leaves little time for outside work in school labs or library

Concentration is lost in one long day rather than two short theory days

Don't like four-day week

Four-day week would be good if cross-term was longer

Tests should be given on Monday

Four-day week has worked well--more time with family

Love the four-day week

Pace too fast

COMMENTS REGARDING FOUR-DAY CLASSWEEK
AS OF JULY 13-16, 1981 SURVEY

SOUTH CAMPUS: STUDENTS

Personal Benefits of Four-Day Week

Long weekend (43)

Friday to study (28)

Decrease in expenses (17)

Can work full day Friday at job (17)

Earn more credits in short time (2)

Material is reinforced and retained (2)

Personal Problems with Four-Day Week

Too much material, too fast (28)

Poor attention span (13)

Library and typewriters not available on Fridays and weekends (12)

Too much outside studying required (10)

Class period too long (7)

Testing too rushed (3)

Longer class periods conflict with work (2)

Increase in expenses (2)

Fatigue

Hard to catch-up on material if you miss a class

General Comments Regarding Four-Day Week

Library should be open on Fridays and weekends (6)

Break is needed in middle of class (2)

The few extra minutes spent in classes each day are worth the extra day on the weekend as well as gasoline savings (2)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

DOWNTOWN CAMPUS: TEACHING FACULTY

Observed Benefits of Four-Day Classweek to Students

Projects are being completed (19)

Gasoline savings (3)

More time for research (3)

Less absenteeism (3)

Students prefer four-day week (2)

Observed Problems with Four-Day Classweek to Students

Adjusting to longer teaching periods (5)

Unable to use facilities on Fridays (2)

Tardiness

Personal Benefits of Four-Day Week

Time for personal business and leisure time (16)

More time to lecture and prepare for class (10)

Gasoline savings (10)

Improved student morale (3)

Personal Problems with Four-Day Week

Completing five days work in four days (4)

Increased fatigue (2)

Heavier traffic (2)

General Comments Regarding Four-Day Week

Four-day week would work very well year-round (15)

Prefer five-day week (2)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

KENT CAMPUS: TEACHING FACULTY

Observed Benefits of Four-Day Classweek to Students

Students seem to like extended (and concentrated) class time (5)

More leisure time (4)

Increased understanding of subject matter (4)

More study time on weekends (4)

More time for their job (and this is very important to them) (3)

None (3)

Greater efficiency and productivity (3)

Morale higher (3)

Better attendance (3)

More determination (2)

Fewer schedule pressures in daily lives (2)

Save gasoline

More time with their families

Less stress

Observed Problems with Four-Day Classweek to Students

None (12)

Less alert at end of longer periods (3)

Lack of time for transfer of skills (2)

Slight weariness initially

Scheduling work around classes

Fatigue

Personal Benefits of Four-Day Week

Three-day weekend to do personal business (5)

Concentrated/longer classes better for students(4)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

KENT CAMPUS: TEACHING FACULTY

Personal Benefits of Four-Day Week (continued)

More time on weekends for class preparation (4)

More leisure time (4)

None (2)

Cover more with greater continuity (2)

More work accomplished on time due to concentrated office hours (2)

Feel more rested

Morale better

Use less gasoline

More family time and less on-the-job guilt

Use more teaching method variety

Time goes very quickly

Fits my teaching style better

Increased attentiveness and better attendance

Greater time for student conferences

A break from routine

Personal Problems with Four-Day Week

None (7)

Fatigue (3)

Difficult to (or can't) cover as much subject matter (2)

Student absenteeism (2)

Decreased work performance

Time goes too fast

Night classes get very long

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

KENT CAMPUS: TEACHING FACULTY

Personal Problems with Four-Day Week (continued)

Office conferences a bit more difficult to schedule

More students drop because they can't keep up and this disturbs me

Less lead time for preparing for exams

Feeling rushed and keeping on schedule

General Comments Regarding Four-Day Week

Night classes are difficult in short term (3)

I would like to have the four-day week throughout the year (2)

I think it is great!

Need to keep the library open

Extremely effective schedule

Good for cross-term; can schedule extra class sessions

A most welcome addition to the short term schedule

The inconveniences are substantial; the thirty-thousand dollar savings in utilities is a pittance

Don't like four-day schedule as much as five-day schedule

I like the variety in my life that the four-day week brings

Three-day weekends are inspiring in this area, so blessed with beauty and points of interest

Students and I both like the four-day schedule

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: TEACHING FACULTY

Observed Benefits of Four-Day Classweek to Students

More time for students to work and study (8)

None (6)

More leisure time (4)

Less travel--saving on gasoline (4)

More relaxed after three-day weekend

Students are less fatigued; show more interest in class

Higher level of productivity

Observed Problems with Four-Day Classweek to Students

None (11)

Long classes create more pressure for students (5)

Not using increased leisure time effectively to study (3)

Library not available for resources (3)

Less time for lab facilities in Nursing (3)

Student assistants having trouble coordinating classes

Fatigue

Less time for faculty/student contact

Absenteeism greater

Class conflicts for required courses

Less voluntary time to spend in lab

Less concentration, especially with reading

Personal Benefits of Four-Day Week

More leisure time (13)

Gasoline savings (7)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: TEACHING FACULTY

Personal Benefits of Four-Day Week (continued)

None (7)

More organized (3)

More relaxed on Monday

Less absenteeism among students

Increased morale

The elimination of shorter class periods

More productive

Personal Problems with Four-Day Week

None (13)

Fatigue (7)

Less productive (4)

Committee meetings and department business cannot be scheduled for Friday, the best day (2)

Trying to adjust to the ridiculous number of office hours required to put in

Medical Laboratory Technician faculty assigned Friday lectures at hospitals

Competition for classroom and lab space within department because of shorter week

Difficult to advise students with class conflicts

Boredom--classes aren't adequately scheduled

Personal scheduling problems

General Comments Regarding Four-Day Week

Four-day workweek should be only for Spring/Summer Terms (2)

Should have four-day workweek during traditional length terms

Should rotate campuses, thereby, having some classes offered on Friday

Like the four-day week, however, has caused other types of problems

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: TEACHING FACULTY

General Comments Regarding Four-Day Week (continued)

Energy conservation can be effected in more ways than reducing service hours which is a near-sighted, simplistic solution to a complex problem

Saves the College money on energy

Time constraints with Learning Resources

Classrooms too hot

No continuing education workshops offered on Fridays and Saturdays for professionals in the community

Accountable time for faculty should be reduced to 25 hours

With four and one-half days, students could utilize lab more

Students and faculty seem happy with four-day week

Would like to continue with the four-day week, if offered release time for administrative responsibilities

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

SOUTH CAMPUS: TEACHING FACULTY

Observed Benefits of Four-Day Classweek to Students

Long weekend (6)

More concentration on subject (4)

Fridays available for off-campus jobs (4)

Greater performance (3)

Decrease in expenses (3)

Increased attendance

Observed Problems with Four-Day Classweek to Students

Student failure rate increasing (2)

Fatigue

Reduced access to labs and library

Work load too heavy

Classes too fast and too long

Poor attention span

Personal Benefits of Four-Day Week

Long weekend (6)

Decrease in expenses (5)

Fridays for personal business and appointments (2)

Less boredom with material

Better concentration on subject

Increase in productivity

More time to prepare for class

Personal Problems with Four-Day Week

Unable to cover necessary material

Lack of time to work individually with students

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

SOUTH CAMPUS: TEACHING FACULTY

General Comments Regarding Four-Day Week

Schedule classes on a four-day week, but let staff and administrators work half a day on Friday (2)

Library and labs should be open on Fridays and weekends (2)

Prefer four-day week (2)

Would like to see four-day week for all terms

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: COUNSELORS

Personal Benefits of Four-Day Week

More time to complete projects

Spend more time with family

Personal Problems with Four-Day Week

More traffic--both mornings and evenings

Getting up early

Cannot conduct business such as repairs at home

Cannot participate in club and community projects

General Comments Regarding Four-Day Week

Love it!

Do not feel that savings of energy outweigh the emotional and physical problems entailed

SOUTH CAMPUS: COUNSELORS

Personal Benefits of Four-Day Week

Long weekend (3)

Decrease in expenses

NORTH CAMPUS: LIBRARIANS

Personal Benefits of Four-Day Week

Improved morale

Improved home environment

Friday devoted to non-work activities

General Comment Regarding Four-Day Week

The four-day week seems to be an effective way to cut spending and to reduce the consumption of energy during the months when enrollment decreases

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

DOWNTOWN CAMPUS: CAREER EMPLOYEES

Personal Benefits of Four-Day Week

More time to attend to personal business (66)

Gasoline savings, money savings and fewer traffic problems (24)

More productivity (8)

Personal Problems with Four-Day Week

Fatigue (16)

Child care and doctor's office being closed on Friday (9)

Less time spent with family (5)

Increased transportation expense (5)

Decrease in productivity

Cannot accomplish as much in four days as in five days

General Comments Regarding Four-Day Week

Recommend a work schedule of nine hours a day, four days a week all year (27)

Can't stand four-day week (4)

Have four-day week only during summer months

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: CAREER EMPLOYEES

Personal Benefits of Four-Day Week

More leisure time (37)

Savings on gasoline (11)

Longer weekends (6)

Have been able to conserve leave time (4)

More productivity (2)

Have spent less money on lunches (2)

More time to pursue second job

Extra day to take care of business; however, prefer to accomplish after working hours from 8:00 a.m. - 5:00 p.m.

Work load seems more evenly distributed

Personal Problems with Four-Day Week

Fatigue (24)

Less recreation (8)

Hardship on family with later evening hours (8)

Less productivity (3)

Less opportunity to pursue educational goals (2)

Loss of interest in job--low morale

Not being able to get to the bank in time to cash a check

Not enough time to get chores done in the morning

Has taken since May to get adjusted

Child care problems because of early/late hours

It is not always easy to get appointments on Friday

General Comments Regarding Four-Day Week

Would like four-day week again next summer (6)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: CAREER EMPLOYEES

General Comments Regarding Four-Day Week (continued)

Forty hours are too much in a four-day workweek; should be reduced to thirty-six (6)

Ten hours per day are too long; prefer 8:00 a.m. - 5:00 p.m. schedule (3)

After initial adjustment, found no difference than an eight-hour day

Continue four-day week year-round

Less problem with scheduling than anticipated

Could accomplish as much in a nine-hour day

Being off on Fridays has been an incentive

Have heard students complain because of lack of time for research

Recommend Monday off instead of Friday

Have noticed some people coasting during last two hours of work

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

SOUTH CAMPUS: CAREER EMPLOYEES

Personal Benefits of Four-Day Week

Long weekend (22)

Friday free for personal business and appointments (12)

Decrease in expenses (6)

Personal Problems with Four-Day Week

Fatigue (8)

Must delay evening meal and there is not time to spend with family and friends during week (8)

Scheduling for children at school (3)

Cannot attend night classes because of late hours at work (2)

Not enough personal time during week (2)

Increase in expenses (2)

Increased tension

Must postpone errands until Friday that normally could be handled at lunch or after work

Miss hour-long lunch

General Comments Regarding Four-Day Week

Being on the job ten to eleven hours a day is very tiring (5)

Prefer four-day week with less than 40 hours (3)

Only career employees are strictly held to ten-hour days (2)

Would prefer four-day week year-round

Productivity is down by end of day

If hours during the four-day week can't be decreased to nine, I prefer five-day week

Morale is better

Can schedule mini vacations with a three-day weekend

Advantages outweigh disadvantages

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

COLLEGE ADMINISTRATION: CAREER EMPLOYEES

Personal Problems with Four-Day Week (continued)

Seem to live just for work during the week (2)

Weight gain (2)

Low morale

Not enough time for personal use

Less sleep

Cannot reach other employees in afternoons who have left early

Weight loss

Cannot eat dinner with family

Keeping an established car pool

Knowing it will end in August

Being charged ten hours leave instead of eight

Less productivity at home

Suggestions for Workweek Schedule

Four-day week of thirty-two to thirty-six hours (8)

Four nine and one-half hour days with an hour for lunch (2)

General Comments Regarding Four-Day Week

Would like it year-round (5)

Beneficial to me (3)

No convenient bus schedule (2)

Do not understand why we stay open until 6:30 p.m. (2)

Really like it (2)

Longer work days give the employees who never did any work even more time now not to do any

I don't have to work overtime anymore

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

COLLEGE ADMINISTRATION: CAREER EMPLOYEES

General Comments Regarding Four-Day Week (continued)

A public institution should conform to community hours, not try to set them

There is a decrease in productivity since career personnel do not have much opportunity to leave their desks

More research should be conducted regarding advantages/disadvantages of four-day workweek

Great for conservation--let's try three days instead of four

Would like to see four-day week in 1982

Fall/Winter Terms should be five days; Spring/Summer Terms, four days

No need to work till 6:30 p.m.--this messed up my car pool

Works great

Cannot use flex time

No windows to look out makes day last longer

Advantages/disadvantages equal

Other colleges have operated a four-day week, but for thirty-six hours

Need flex time so an employee can choose working four or five days

Prefer five-day workweek

I'm too old for this

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

KENT CAMPUS: ADMINISTRATORS, CAREER EMPLOYEES, COUNSELORS AND LIBRARIANS

Personal Benefits of Four-Day Week

Can take care of personal business on weekends (28)

Extra day and time (13)

More leisure time (10)

More time with family (9)

None (6)

Save on gasoline (4)

Traffic lighter (3)

Save on lunches (2)

More work accomplished (2)

Morale increased

Personal energy increased

Work I did in evenings gets done on Friday now

Child care expenses less

Workweek less strenuous

Personal Problems with Four-Day Week

None (18)

Fatigue (10)

It takes Friday to recover (10)

Personal problems--late family meals, etc. (7)

Fewer personal activities during workweek (2)

Wednesday and/or Thursday exhausting (2)

Before 8:00 a.m. and after 5:00 p.m.--no students (2)

General Comments Regarding Four-Day Week

Would prefer a thirty-five hour week, regardless of four or five-day week (7)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

KENT CAMPUS: ADMINISTRATORS, CAREER EMPLOYEES, COUNSELORS AND LIBRARIANS

General Comments Regarding Four-Day Week (continued)

Students like the four-day week (3)

People envy my four-day schedule (2)

I like the four-day workweek (2)

Recommend four-day workweek

I very much enjoy the three-day weekend

I love it, hope the College never changes

Would not like it if the College went totally to a four-day workweek

Should continue Spring/Summer Term four-day schedule next year

Productivity decreases

Night students benefit from College being open

It's great for the morale of the employees

Security office doesn't get four-day week

Something needs to be done about the Fourth of July

Since we all save during the Spring/Summer Terms, it makes sense to save year-round

Could easily develop a weekend college (three days) added to regular four-day college

Students want four-day week year-round

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

NORTH CAMPUS: ADMINISTRATORS

Personal Benefits of Four-Day Week

More productive leisure time (3)

Greater productivity during afternoon hours (2)

Save gasoline and money

Being able to handle personal business on Friday

Personal Problems with Four-Day Week

None (4)

Fatigue--long hours in high temperatures (3)

Less leisure time on weekends

Tired of looking at same people for so long at one time

Less productivity

Covering absenteeism among faculty

Personal scheduling problems

General Comments Regarding Four-Day Week

Individuals outside FJC would also like to be on a four-day workweek

Working very well for summer

Four-day workweek not the best for education process

Appears that after first few weeks, most employees seem to enjoy it

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

SOUTH CAMPUS: ADMINISTRATORS

Personal Benefits of Four-Day Week

Long weekend (3)

Decrease in expenses (2)

Friday free for personal business and appointments

Personal Problems with Four-Day Week

Fatigue (2)

Must delay evening meal and there is not time to spend with family and friends during the week

Unable to make contact with outside vendors, schools, etc. prior to 8:00 a.m.

General Comment Regarding Four-Day Week

Do not extend to Fall/Winter Terms

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

COLLEGE ADMINISTRATION: ADMINISTRATORS

Personal Benefits of Four-Day Week

Can schedule personal appointments on Friday (7)

Can accomplish more personal obligations (5)

Enjoy having Friday off (4)

Less traffic to and from work (3)

Gasoline consumption decreased (3)

More time for relaxation and rest (3)

Can take short trips on weekends (2)

No interruptions after 5:30 p.m. (2)

Longer days have reduced the amount of take-home work

Social interaction with fellow employees

Average costs have been reduced twenty percent

Wear fewer outfits

Have more time to spend with family

Three days off is like a mini vacation

Late hours allow time to attend to projects and professional reading

Scheduling of two to three hour training sessions seems much easier and participation greater

Personal Problems with Four-Day Week

Fatigue (9)

Productivity down at work (5)

Some outside organizations schedule meetings on Friday, therefore my Fridays are spent at the the meeting (3)

Reduction in evening activities (2)

Inability to meet commitments with outside organizations (2)

COMMENTS REGARDING FOUR-DAY OPERATIONAL WEEK
AS OF JULY 13-16, 1981 SURVEY

COLLEGE ADMINISTRATION: ADMINISTRATORS

Personal Problems with Four-Day Week (continued)

Cannot trade Friday hours for evening hours missed (2)

Problem scheduling meetings on campuses

Gained weight

Use of leave can be fatal at ten hours per day

Missing 6:00 p.m. news

Employees less punctual

Maintaining consistent flow of work

General Comments Regarding Four-Day Week

Made less impact on community than expected

Can meet with fellow workers on Friday

Prefer ten-hour days in summer

Should provide information to evening students regarding student services available

Need to have flex schedule

The four-day workweek is an employee benefit

Overall, the four-day workweek has been very good for me

It has been very economical in my view regarding the rising fuel costs, etc.

For majority of employees, being off Friday is something to look forward to

Schedule four ten-hour days for employees and stagger days to operate College five or six days each week

Four-day workweek seems preferred by employees

APPENDIX 4

Grade Distribution by College Credit Course Area

1980 and 1981 Spring Terms

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage									Total Grades	Average GPA
		A	B	C	D	F	A-F	IF	NP	W		
Accounting	ACC	16.6	16.0	12.3	4.6	8.2	57.8	7.8	12.5	21.9	561	2.49
		21.5	20.5	14.1	4.6	4.6	65.3	3.0	12.0	19.7	498	2.76
Advertising	ADV	63.4	11.8	5.4	3.2	1.1	84.9	4.3	7.5	3.2	93	3.57
		35.5	18.3	20.4	1.1	5.4	80.6	10.8	6.5	2.2	93	2.96
American History	AMH	26.3	23.0	18.6	5.1	4.8	77.8	2.3	9.9	9.9	392	2.78
		25.4	24.6	19.7	4.1	8.9	82.7	3.0	4.9	9.5	370	2.65
American Literature	AML	30.8	23.1	15.4	0.0	0.0	69.2	23.1	0.0	7.7	13	3.22
Anthropology	ANT	25.0	33.3	26.7	1.7	13.3	100.0	0.0	0.0	0.0	60	2.55
Biology (except Princ)	APB	15.7	21.9	25.2	9.9	7.4	80.2	5.4	2.9	11.6	242	2.36
		19.4	18.8	22.2	7.0	10.1	77.5	3.1	4.5	14.9	356	2.39
Art History	ARH	44.1	24.8	13.8	2.1	5.5	90.3	1.4	4.1	4.1	145	3.11
		44.7	23.7	16.4	2.0	0.7	87.5	0.7	2.6	9.2	152	3.26
Art	ART	40.3	19.4	11.3	0.0	8.1	79.0	6.5	3.2	11.3	62	3.06
		48.5	28.8	16.7	0.0	1.5	95.5	0.0	4.5	0.0	66	3.29
Printing	ARV	35.3	32.4	8.8	0.0	0.0	76.5	14.7	8.8	0.0	34	3.35
		51.4	34.3	5.7	0.0	0.0	91.4	0.0	2.9	5.7	35	3.50
Astronomy	AST	5.9	20.6	44.1	11.8	5.9	88.2	0.0	2.9	8.8	68	2.10
		8.0	32.0	32.0	0.0	16.0	88.0	0.0	0.0	12.0	25	2.18
Botany	BOT	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	1	0.00
		72.7	9.1	0.0	0.0	0.0	81.8	0.0	18.2	0.0	11	3.89
Principles of Biology	BSC	17.3	19.2	17.3	0.0	7.7	61.5	1.9	3.8	32.7	52	2.63
		26.5	22.4	6.1	2.0	6.1	63.3	8.2	4.1	24.5	49	2.97
Business Law	BUL	33.8	30.5	23.9	4.2	2.3	94.8	0.9	1.9	2.3	213	2.94
		27.7	30.0	21.8	4.1	2.7	86.4	3.2	2.7	7.7	220	2.88

*1981 data entered above 1980 data

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Data Processing	CAP	46.7	26.7	6.7	6.7	0.0	86.7	0.0	6.7	6.7	15	3.31
Criminology	CCJ	36.1 21.9	23.5 26.0	15.1 25.0	1.7 5.2	1.7 1.0	78.2 79.2	0.0 4.2	17.6 11.5	4.2 5.2	119 96	3.16 2.79
Child Growth & Development	CHD	42.9 51.9	10.7 22.2	7.1 14.8	14.3 0.0	3.6 0.0	78.6 88.9	7.1 0.0	7.1 3.7	7.1 7.4	28 27	2.95 3.42
Chemistry	CHM	14.2 20.3	24.6 17.7	17.5 19.8	7.5 5.7	7.5 10.9	71.3 74.5	2.1 1.0	7.1 3.6	19.6 20.8	240 192	2.43 2.41
Computer Mathematics	CNM	20.5 0.0	7.7 5.9	17.9 23.5	7.7 5.9	25.6 29.4	79.5 64.7	2.6 0.0	2.6 11.8	15.4 23.5	39 17	1.87 1.09
Consumer Decisions	COA	33.3 20.0	33.3 55.0	16.7 0.0	5.6 5.0	11.1 0.0	100.0 80.0	0.0 5.0	0.0 0.0	0.0 15.0	18 20	2.72 3.13
Computer Concepts	COC	21.3 22.6	25.9 26.6	20.7 21.8	7.5 4.8	11.5 6.5	86.8 82.3	2.3 1.6	1.1 6.5	9.8 9.7	174 124	2.44 2.66
Computer Programming	COP	11.8 21.1	17.6 10.5	5.9 26.3	0.0 5.3	11.8 15.8	47.1 78.9	0.0 5.3	11.8 15.8	41.2 0.0	17 19	2.38 2.20
Imaginative Writing	CRW	28.6 62.5	42.9 0.0	0.0 0.0	0.0 0.0	14.3 18.8	85.7 81.3	0.0 18.8	0.0 0.0	14.3 0.0	14 16	2.83 3.08
Dental Clinical Practices	DEA	24.2 31.0	37.9 40.5	22.7 28.6	15.2 0.0	0.0 0.0	100.0 100.0	0.0 0.0	0.0 0.0	0.0 0.0	66 42	2.71 3.02
Human Growth & Development	DEP	23.6 36.2	17.6 28.6	18.1 17.4	15.4 4.2	3.3 4.5	78.0 90.9	0.0 1.4	9.3 1.0	12.6 6.6	182 287	2.55 2.97
Economics	ECO	27.8 16.3	22.8 23.1	21.3 21.4	5.9 7.4	6.5 6.6	84.3 74.9	1.2 4.3	5.0 4.6	9.5 16.3	338 350	2.71 2.47
Education	EDF	46.2 44.1	15.4 29.4	17.9 5.9	0.0 0.0	5.1 0.0	84.6 79.4	7.7 5.9	0.0 8.8	7.7 5.9	39 34	3.15 3.48

*1981 data entered above 1980 data

A-4.2

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Education Psychology	EDP	29.0	41.9	16.1	6.5	0.0	93.5	6.5	0.0	0.0	31	3.00
		38.2	55.9	0.0	2.9	0.0	97.1	0.0	2.9	0.0	34	3.33
Childhood Education	EEC	22.0	36.6	31.7	0.0	0.0	90.2	0.0	4.9	4.9	41	2.89
		53.8	15.4	7.7	0.0	0.0	76.9	0.0	7.7	15.4	13	3.60
Emergency Medical Technology	EMT	0.0	45.5	9.1	36.4	0.0	90.9	9.1	0.0	0.0	11	2.10
English	ENC	12.6	22.6	21.4	6.6	9.8	73.0	5.5	9.2	12.3	1136	2.30
		12.2	21.1	23.0	5.5	10.9	72.8	2.9	9.1	15.3	1087	2.25
Drafting	ETD	4.5	45.5	18.2	4.5	4.5	77.3	4.5	0.0	18.2	22	2.53
		13.3	46.7	26.7	0.0	6.7	93.3	6.7	0.0	0.0	15	2.64
X-Ray Technology	ETG	39.1	30.4	0.0	0.0	0.0	69.6	30.4	0.0	0.0	23	3.56
Western Civilization	EUH	19.0	19.6	27.5	3.2	9.0	78.3	9.5	2.6	9.5	189	2.47
		18.5	30.7	18.5	1.6	8.5	77.8	7.4	2.6	12.2	189	2.63
Modern Living	FAD	55.0	5.0	15.0	5.0	10.0	90.0	5.0	0.0	5.0	20	3.00
		36.8	42.1	5.3	10.5	5.3	100.0	0.0	0.0	0.0	19	2.95
Fire Fighting	FFP	65.0	25.0	0.0	0.0	0.0	90.0	5.0	5.0	0.0	20	3.72
		70.3	21.6	2.7	0.0	0.0	94.6	2.7	0.0	2.7	37	3.71
Finance	FIN	26.3	27.5	10.0	1.3	8.8	73.8	3.8	13.8	8.8	80	2.83
		56.7	20.0	11.7	3.3	0.0	91.7	1.7	0.0	6.7	60	3.42
French	FRE	13.3	26.7	40.0	0.0	0.0	80.0	0.0	13.3	6.7	15	2.67
		7.1	57.1	7.1	0.0	0.0	71.4	0.0	0.0	28.6	14	3.00
Geography	GEA	16.0	20.0	24.0	8.0	12.0	80.0	0.0	0.0	20.0	25	2.25
		10.0	21.7	36.7	3.3	10.0	81.7	1.7	5.0	11.7	60	2.22
Introduction to Business	GEB	17.0	26.3	29.7	8.5	3.5	84.9	3.5	4.2	7.3	259	2.53
		17.9	30.4	24.2	9.7	5.3	87.4	0.0	3.4	9.2	207	2.52

*1981 data entered above 1980 data

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Conservation of Resources	GEO	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	1	4.00
Geology	GLY	15.5 15.8	20.3 20.7	25.0 28.3	13.5 13.6	8.1 8.7	82.4 87.0	2.7 1.1	6.1 3.8	8.8 8.2	148 184	2.26 2.24
Health	HES	11.9 14.1	40.3 43.5	20.9 21.2	7.5 3.5	6.0 1.2	86.6 83.5	0.0 3.5	4.5 7.1	9.0 5.9	67 85	2.52 2.79
Hospitality Management	HFT	64.2 30.0	9.4 33.3	13.2 16.7	3.8 0.0	0.0 0.0	90.6 80.0	0.0 0.0	7.5 10.0	1.9 10.0	53 30	3.48 3.17
Honors Survey of History	HIS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	1	0.00
Home Management	HME	57.1 64.3	28.6 21.4	0.0 7.1	0.0 7.1	7.1 0.0	92.9 100.0	0.0 0.0	0.0 0.0	7.1 0.0	14 14	3.38 3.43
Humanities	HUM	31.2 24.5	21.2 20.6	18.6 18.9	5.3 4.6	4.7 7.6	81.0 76.3	3.7 3.2	5.3 3.9	10.0 16.7	622 539	2.85 2.65
Nutrition	HUN	29.0 28.1	18.8 40.4	26.1 14.0	10.1 5.3	1.4 0.0	85.5 87.7	4.3 8.8	4.3 1.8	5.8 1.8	69 57	2.75 3.04
Interior Design	IND	75.7	16.2	2.7	0.0	0.0	94.6	5.4	0.0	0.0	37	3.77
International Relations	INR	42.9 46.2	14.3 46.2	14.3 0.0	0.0 0.0	0.0 0.0	71.4 92.3	0.0 0.0	14.3 0.0	14.3 7.7	7 13	3.40 3.50
Journalism	JOU	42.9	21.4	0.0	0.0	0.0	64.3	0.0	28.6	7.1	14	3.67
Literature	LIT	29.9 48.6	41.1 30.0	10.3 5.7	3.7 0.0	2.8 1.4	87.9 85.7	0.0 1.4	2.8 2.9	9.3 10.0	107 70	3.04 3.45
Algebra, Trig & Calculus	MAC	14.7 22.1	19.7 19.3	17.0 15.1	5.7 4.9	8.7 5.8	65.8 67.2	1.8 1.9	9.9 10.0	22.5 20.9	436 430	2.39 2.70

*1981 data entered above 1980 data

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Marriage & Family	MAF	38.9 22.2	25.0 25.4	19.4 31.7	0.0 0.0	11.1 12.7	94.4 92.1	2.8 0.0	0.0 0.0	2.8 7.9	36 63	2.85 2.48
Management	MAN	30.2 25.0	26.2 34.1	21.4 22.7	5.6 4.5	4.0 1.1	87.3 87.5	1.6 1.1	5.6 3.4	5.6 8.0	126 176	2.84 2.88
Differential Equations	MAP	52.6 16.7	42.1 33.3	0.0 29.2	0.0 0.0	0.0 8.3	94.7 87.5	0.0 0.0	0.0 8.3	5.3 4.2	19 24	3.56 2.57
Marketing	MAR	46.4 54.8	23.6 14.4	11.8 10.6	5.5 1.9	0.0 2.9	87.3 84.6	2.7 1.9	8.2 10.6	1.8 2.9	110 104	3.27 3.38
Mathematics	MAT	17.4 17.8	17.2 18.5	15.5 15.7	3.7 6.4	13.2 10.7	66.9 69.1	4.5 3.9	9.4 11.8	19.2 15.2	979 925	2.33 2.38
Microbiology	MCB	7.1	35.7	39.3	0.0	3.6	85.7	0.0	0.0	14.3	28	2.50
Meterology	MET	0.0 13.3	25.0 20.0	25.0 26.7	12.5 16.7	16.7 10.0	79.2 86.7	0.0 0.0	0.0 0.0	20.8 13.3	24 30	1.74 2.12
College Mathematics	MGF	30.4 16.9	28.6 20.3	7.1 23.7	3.6 11.9	5.4 17.8	75.0 90.7	3.6 2.5	8.9 1.7	12.5 5.1	56 118	3.00 2.07
Military Science	MIS	71.4 75.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	71.4 75.0	0.0 0.0	0.0 0.0	28.6 25.0	7 8	4.00 4.00
Fashion Merchandising	MKA	69.0 60.0	6.9 5.7	6.9 8.6	3.4 2.9	3.4 8.6	89.7 85.7	3.4 14.3	0.0 0.0	6.9 0.0	29 35	3.50 3.23
Medical Laboratory	MLS	62.5 10.0	12.5 0.0	0.0 40.0	0.0 10.0	12.5 0.0	87.5 60.0	12.5 30.0	0.0 0.0	0.0 10.0	8 10	3.29 2.17
Instrument Techniques	MUE	42.9 36.4	42.9 18.2	0.0 9.1	0.0 0.0	14.3 18.2	100.0 81.8	0.0 0.0	0.0 18.2	0.0 0.0	7 11	3.00 2.67
Music Appreciation	MUL	23.5 40.8	33.8 19.2	16.2 18.4	7.4 3.2	4.4 5.6	85.3 87.2	4.4 2.4	4.4 0.8	5.9 9.6	68 125	2.76 2.99

*1981 data entered above 1980 data

A-4.5

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Music Ensemble	MUN	94.1 72.2	0.0 11.1	0.0 5.6	0.0 0.0	0.0 5.6	94.1 94.4	0.0 0.0	5.9 0.0	0.0 5.6	17 18	4.00 3.53
Music Theatre Workshop	MUO	76.9	0.0	0.0	0.0	0.0	76.9	0.0	23.1	0.0	13	4.00
Trombone	MVB	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	1	4.00
Piano and Organ	MVK	33.3 20.0	23.3 40.0	13.3 20.0	6.7 0.0	0.0 10.0	76.7 90.0	3.3 10.0	16.7 0.0	3.3 0.0	30 10	3.09 2.67
Applied Percussion	MVP	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	4	4.00
String Instruments	MVS	0.0 0.0	100.0 0.0	0.0 0.0	0.0 0.0	0.0 100.0	100.0 100.0	0.0 0.0	0.0 0.0	0.0 0.0	1 1	3.00 0.00
Voice	MVV	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	5	0.00
Applied Woodwinds	MVW	0.0 0.0	50.0 100.0	25.0 0.0	0.0 0.0	25.0 0.0	100.0 100.0	0.0 0.0	0.0 0.0	0.0 0.0	4 2	2.00 3.00
Ecology	PCB	20.2 29.3	35.7 38.3	12.4 17.4	8.5 2.4	4.7 4.2	81.4 91.6	1.6 0.6	5.4 2.4	11.6 5.4	129 167	2.71 2.94
Physical Ed. Activity	PEL	21.5 24.4	41.8 41.7	16.5 14.2	0.0 0.0	7.6 3.9	87.3 84.3	0.0 4.7	11.4 7.1	1.3 3.9	79 127	2.80 2.98
Physical Conditioning	PEM	35.5 23.5	10.0 17.6	20.0 11.8	0.0 0.0	10.0 11.8	75.0 64.7	0.0 0.0	10.0 17.6	15.0 17.6	20 17	2.80 2.64
Water Activities	PEN	7.7 53.8	34.6 19.2	23.1 7.7	0.0 0.0	19.2 0.0	84.6 80.8	3.8 7.7	0.0 0.0	11.5 11.5	26 26	2.14 3.57
Introduction to Phys. Ed.	PET	91.7	0.0	0.0	0.0	0.0	91.7	0.0	8.3	0.0	12	4.00

*1981 data entered above 1980 data

A-4.6

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Philosophy	PHI	28.6 18.7	24.8 22.3	16.5 28.8	4.5 1.4	4.5 4.3	78.9 75.5	7.5 5.0	3.0 6.5	10.5 12.9	133 139	2.87 2.66
Physics	PHY	21.9 33.3	31.3 33.3	18.8 6.7	3.1 6.7	0.0 0.0	75.0 80.0	3.1 0.0	3.1 0.0	18.8 20.0	32 15	2.96 3.17
Government	POS	35.2 33.2	25.7 22.6	14.2 16.4	2.3 3.1	5.0 4.9	82.4 80.1	1.5 8.4	3.8 4.0	12.3 7.5	261 226	3.02 2.95
Physical Science	PSC	3.2 11.8	9.7 5.9	16.1 23.5	35.5 23.5	25.8 11.8	90.3 76.5	0.0 0.0	0.0 0.0	9.7 23.5	31 17	1.21 1.77
Psychology	PSY	27.4 25.3	25.9 25.7	20.6 21.2	3.9 4.5	5.5 6.0	83.4 82.7	2.7 1.7	7.2 7.1	6.8 8.4	559 463	2.79 2.72
Business Math	QMB	26.7 24.0	14.4 20.2	20.5 19.4	8.9 3.1	8.9 10.1	79.5 76.7	2.7 0.8	5.5 10.1	12.3 12.4	146 129	2.52 2.59
Reading Skills	REA	32.1 36.1	27.1 34.6	13.6 6.8	2.9 3.0	0.0 0.0	75.7 80.5	5.0 3.0	13.6 9.8	5.7 6.8	140 133	3.17 3.29
Real Estate	REE	34.0 22.2	11.3 30.6	13.2 16.7	7.5 2.8	7.5 19.4	73.6 91.7	9.4 0.0	1.9 2.8	15.1 5.6	53 36	2.77 2.36
Religion	REL	24.6 20.0	38.6 36.7	14.0 20.0	3.5 0.0	1.8 10.0	82.5 86.7	7.0 3.3	1.8 3.3	8.8 6.7	57 30	2.98 2.65
Principles of Insurance	RMI	33.3	22.2	22.2	0.0	0.0	77.8	0.0	22.2	0.0	9	3.14
Broadcasting	RTV	20.0 60.9	40.0 17.4	0.0 0.0	0.0 0.0	0.0 0.0	60.0 78.3	0.0 4.3	40.0 0.0	0.0 17.4	15 23	3.33 3.78
Secretarial Science	SES	26.3 23.6	22.8 25.6	16.0 17.0	2.7 4.5	6.1 5.2	74.0 75.9	6.5 3.1	10.5 9.8	9.0 11.2	692 581	2.82 2.76
Sociology	SOC	23.2 13.3	21.8 30.4	21.4 22.2	7.4 5.2	7.4 6.7	81.2 77.8	2.6 12.2	7.0 0.0	9.2 10.0	271 270	2.57 2.50

*1981 data entered above 1980 data

A-4.7

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Human Relations	SOP	33.3 49.1	60.0 21.1	0.0 17.5	0.0 0.0	0.0 0.0	93.3 87.7	0.0 1.8	6.7 5.3	0.0 5.3	15 57	3.36 3.36
Speech	SPC	23.4 22.4	37.1 35.2	19.1 18.6	1.4 3.4	5.8 2.1	86.7 81.7	1.1 4.1	4.3 4.8	7.9 9.3	278 290	2.82 2.89
Spanish	SPN	47.4 59.1	21.1 18.2	10.5 9.1	0.0 0.0	7.9 0.0	86.8 86.4	5.3 4.5	0.0 4.5	7.9 4.5	38 22	3.15 3.58
Origins of Amer. Society	SSI	35.5 66.1	14.5 17.7	17.1 9.7	9.2 0.0	2.6 0.0	78.9 93.5	5.3 4.8	7.9 0.0	7.9 1.6	76 62	2.90 3.60
Statistics	STA	13.6 25.2	33.0 28.3	25.2 17.6	7.8 3.8	4.9 2.5	84.5 77.4	1.0 0.0	0.0 3.1	14.6 19.5	103 159	2.51 2.90
Theater	THE	17.4 26.7	30.4 33.3	13.0 13.3	6.5 0.0	8.7 0.0	76.1 73.3	8.7 0.0	6.5 20.0	8.7 6.7	46 15	2.54 3.18
Transportation	TRA	21.1	47.4	31.6	0.0	0.0	100.0	0.0	0.0	0.0	19	2.89
Zoology	ZOO	22.2	27.8	0.0	0.0	5.6	55.6	0.0	0.0	44.4	18	3.10
College Totals		24.2 24.5	23.3 24.4	18.2 18.5	5.3 4.6	6.9 6.5	77.9 78.6	3.7 3.3	7.1 6.2	11.3 11.8	11392 11039	2.68 2.71

*1981 data entered above 1980 data

A-4.8

APPENDIX 5

Grade Distribution by College Credit Course Area

1980 and 1981 Summer and Cross Terms

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Accounting	ACC	19.2 26.9	19.2 16.6	13.8 11.5	3.2 3.3	6.7 7.6	62.1 65.9	5.3 5.1	11.3 10.7	21.3 13.3	506 487	2.66 2.79
Air Conditioning	ACT	35.3	41.2	5.9	0.0	0.0	82.4	0.0	0.0	17.6	17	3.36
Advertising	ADV	59.6 69.6	12.8 15.2	2.1 6.3	0.0 0.0	0.0 0.0	74.5 91.1	12.8 0.0	6.4 7.6	6.4 1.3	47 79	3.77 3.69
Automotive Repair	AER	19.4 24.7	45.2 39.0	14.5 14.3	3.2 3.9	9.7 13.0	91.9 94.8	4.8 0.0	0.0 1.3	3.2 3.9	62 77	2.67 2.62
American History	AMH	42.9 29.9	16.1 20.7	17.6 19.0	4.0 9.2	9.5 2.9	90.1 81.6	1.1 4.6	3.7 5.7	5.1 8.0	273 174	2.87 2.80
American Literature	AML	57.1	14.3	0.0	0.0	0.0	71.4	14.3	0.0	14.3	7	3.80
Anthropology	ANT	39.3 38.5	21.4 38.5	28.6 23.1	0.0 0.0	7.1 0.0	96.4 100.0	0.0 0.0	3.6 0.0	0.0 0.0	28 13	2.89 3.15
Biology (except Princ.)	APB	15.8 18.0	18.9 28.4	23.5 25.4	6.0 3.7	7.9 6.7	72.2 82.3	5.0 1.2	10.3 4.6	12.5 11.9	417 327	2.40 2.58
Architectural Drafting	ARC	41.7 23.5	16.7 41.2	16.7 0.0	0.0 0.0	16.7 17.6	91.7 82.4	0.0 0.0	0.0 0.0	8.3 17.6	12 17	2.73 2.64
Art History	ARH	31.9 24.7	24.2 25.9	24.2 14.8	6.6 3.7	3.3 3.7	90.1 72.8	4.4 24.7	3.3 0.0	2.2 2.5	91 81	2.83 2.88
Art	ART	60.5 44.4	20.9 22.2	2.3 11.1	0.0 0.0	2.3 0.0	86.0 77.8	4.7 22.2	4.7 0.0	4.7 0.0	43 18	3.59 3.43
Printing	ARV	80.0 100.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	80.0 100.0	10.0 0.0	0.0 0.0	10.0 0.0	10 12	4.00 4.00
Astronomy	AST	18.4	30.6	28.6	8.2	0.0	85.7	2.0	2.0	10.2	49	2.69

*1981 data entered above 1980 data

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Flight	ATF	22.2	0.0	11.1	0.0	11.1	44.4	55.6	0.0	0.0	9	2.50
Air Traffic Control	AVM	50.0	37.5	12.5	0.0	0.0	100.0	0.0	0.0	0.0	16	3.38
Building Construction	BCN	58.3	25.0	0.0	16.7	0.0	100.0	0.0	0.0	0.0	12	3.25
Building Trades	BCT	40.0	13.3	6.7	0.0	13.3	73.3	13.3	13.3	0.0	15	2.91
Principles of Biology	BSC	18.8 16.0	46.9 36.0	15.6 28.0	3.1 8.0	3.1 0.0	87.5 88.0	3.1 0.0	3.1 4.0	6.3 8.0	32 25	2.86 2.68
Business Law	BUL	32.5 19.0	34.4 43.0	14.0 27.0	5.1 3.0	1.3 3.0	87.3 95.0	1.3 1.0	5.1 2.0	6.4 2.0	157 100	3.05 2.76
Data Processing	CAP	26.3 20.4	42.1 22.2	0.0 14.8	5.3 7.4	5.3 0.0	78.9 64.8	0.0 5.6	10.5 9.3	10.5 20.4	19 54	3.00 2.86
Criminology	CCJ	48.6 28.8	23.6 42.5	12.5 13.7	2.8 1.4	1.4 0.0	88.9 86.3	4.2 1.4	4.2 11.0	2.8 1.4	72 73	3.30 3.14
Child Growth & Development	CHD	30.0	30.0	20.0	10.0	0.0	90.0	0.0	0.0	10.0	10	2.89
Chemistry	CHM	23.0 16.6	20.8 20.5	18.5 22.4	2.8 6.3	10.1 8.8	75.3 74.6	2.8 3.4	2.2 1.5	19.7 20.5	178 205	2.58 2.40
Data Management	CIS	22.8 11.8	31.6 11.8	15.8 17.6	3.5 29.4	7.0 11.8	80.7 82.4	0.0 0.0	5.3 11.8	14.0 5.9	57 17	2.74 1.79
Computer Mathematics	CNM	26.4 20.0	19.5 14.3	13.8 17.1	3.4 2.9	18.4 17.1	81.6 71.4	2.3 0.0	3.4 0.0	12.6 28.6	87 35	2.39 2.24
Computer Concepts	COC	21.6 34.4	28.2 27.1	12.5 12.5	3.5 2.1	10.6 7.8	76.5 83.9	7.5 4.2	3.9 4.2	12.2 7.8	255 192	2.61 2.93

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GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Cooperative Education	COE	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	1	4.00
Computer Programming	COP	23.6 16.3	16.3 13.0	12.2 15.2	3.3 5.4	6.5 5.4	61.8 55.4	4.1 3.3	12.2 12.0	22.0 29.3	123 92	2.76 2.53
Data Processing Workshop	CRM	9.1	45.5	27.3	0.0	0.0	81.8	9.1	0.0	9.1	11	2.78
Clothing Construction	CTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	1	0.00
Dental Clinical Practices	DEA	28.6 78.6	28.6 21.4	42.9 0.0	0.0 0.0	0.0 0.0	100.0 100.0	0.0 0.0	0.0 0.0	0.0 0.0	21 14	2.86 3.79
Dental Hygiene	DEH	50.0 30.3	34.1 60.6	13.6 6.1	0.0 0.0	0.0 0.0	97.7 97.0	0.0 3.0	2.3 0.0	0.0 0.0	44 33	3.37 3.25
Human Growth & Development	DEP	19.3 28.7	30.5 32.0	29.6 24.7	2.6 2.2	3.4 4.5	85.4 92.1	0.9 1.1	6.0 1.7	7.7 5.1	233 178	2.70 2.85
Dental Assisting	DES	59.1 18.8	40.9 68.8	0.0 12.5	0.0 0.0	0.0 0.0	100.0 100.0	0.0 0.0	0.0 0.0	0.0 0.0	22 16	3.59 3.06
Dietetic Seminar	DIE	10.0	30.0	40.0	0.0	0.0	80.0	10.0	0.0	10.0	10	2.63
Economics	ECO	32.9 30.4	23.5 26.1	18.4 17.7	6.4 4.9	5.1 4.2	86.3 83.4	1.3 4.2	3.4 1.8	9.0 10.6	234 283	2.84 2.88
Elementary Education	EDE	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	0.0	1	2.00
Education	EDF	38.5 64.7	30.8 23.5	7.7 11.8	0.0 0.0	3.8 0.0	80.8 100.0	7.7 0.0	3.8 0.0	7.7 0.0	26 17	3.24 3.53
Child Care Observation	EDG	30.0 61.1	36.7 33.3	23.3 5.6	10.0 0.0	0.0 0.0	100.0 100.0	0.0 0.0	0.0 0.0	0.0 0.0	30 18	2.87 3.56

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GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Education Psychology	EDP	35.7	39.3	10.7	0.0	10.7	96.4	0.0	0.0	3.6	28	2.93
Childhood Education	EEC	0.0 46.2	0.0 23.1	100.0 7.7	0.0 0.0	0.0 0.0	100.0 76.9	0.0 0.0	0.0 0.0	0.0 23.1	1 13	2.00 3.50
Electricians Math	EER	29.6	22.2	20.7	2.2	14.8	89.6	0.7	2.2	7.4	135	2.55
Descriptive Geometry	EGN	20.0	33.3	13.3	6.7	0.0	73.3	0.0	13.3	13.3	15	2.91
Emergency Medical Technology	EMT	14.7 13.6	21.3 32.1	10.7 17.3	1.3 2.5	2.7 22.2	50.7 87.7	26.7 6.2	13.3 3.7	9.3 2.5	75 81	2.87 2.14
English	ENC	16.1 16.0	31.0 22.5	15.1 20.5	3.9 4.6	6.8 10.0	72.8 73.6	4.2 4.2	10.4 11.9	12.6 10.2	903 948	2.63 2.41
Drafting	ETD	9.4 25.9	24.7 25.9	23.5 8.6	5.9 3.7	3.5 13.6	67.1 77.8	0.0 1.2	18.8 3.7	14.1 17.3	85 81	2.46 2.60
Electronics	ETE	26.1 28.1	27.1 26.4	15.9 18.0	1.9 2.2	7.7 7.9	78.7 82.6	7.2 3.4	3.4 2.2	10.6 11.8	207 178	2.79 2.78
X-Ray Technology	ETG	44.2 34.4	27.9 35.9	7.0 14.1	2.3 1.6	2.3 1.6	83.7 87.5	11.6 3.1	0.0 3.1	4.7 6.3	43 64	3.31 3.14
Engineering Materials	ETI	27.0 41.5	30.2 30.5	9.5 7.3	1.6 3.7	19.0 8.5	87.3 91.5	0.0 0.0	3.2 0.0	9.5 8.5	63 82	2.51 3.01
Air Conditioning	ETM	100.0 42.6	0.0 21.3	0.0 14.9	0.0 2.1	0.0 0.0	100.0 80.9	0.0 2.1	0.0 0.0	0.0 17.0	1 47	4.00 3.29
Western Humanities	EUH	18.4 31.7	25.0 17.3	31.6 20.2	3.7 2.9	11.0 6.7	89.7 78.8	1.5 11.5	2.2 1.9	6.6 7.7	136 104	2.40 2.82
Fire Fighting	FFP	44.4 59.4	40.7 25.0	11.1 9.4	0.0 3.1	0.0 0.0	96.3 96.9	0.0 0.0	3.7 3.1	0.0 0.0	27 32	3.35 3.45

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GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Finance	FIN	20.8 35.9	41.7 26.6	10.4 12.5	2.1 4.7	8.3 7.8	83.3 87.5	2.1 4.7	4.2 0.0	10.4 7.8	48 64	2.78 2.89
Sanatation & Safety	FOS	30.8 50.0	46.2 20.0	15.4 10.0	0.0 0.0	0.0 0.0	92.3 80.0	0.0 20.0	7.7 0.0	0.0 0.0	13 10	3.17 3.50
Food Service	FSS	45.7 73.8	14.3 7.1	31.4 0.0	0.0 0.0	0.0 0.0	91.4 81.0	0.0 16.7	5.7 0.0	2.9 2.4	35 42	3.16 3.91
Geography	GEA	18.8 0.0	28.1 0.0	21.9 0.0	6.3 0.0	0.0 0.0	75.0 0.0	6.3 94.4	3.1 0.0	15.6 5.6	32 18	2.79 0.00
Introduction to Business	GEB	35.7 26.9	28.0 38.7	18.1 16.1	4.4 3.2	3.8 2.2	90.1 87.1	1.6 7.5	3.8 3.2	4.4 2.2	182 93	2.97 2.98
Conservation of Resources	GEO	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	1	0.00
Geology	GLY	8.9 28.6	17.9 21.1	28.6 20.4	12.5 10.2	8.9 3.4	76.8 83.7	3.6 1.4	8.0 6.8	11.6 8.2	112 147	2.07 2.73
Health	HES	71.4	14.3	0.0	14.3	0.0	100.0	0.0	0.0	0.0	7	3.43
Hospitality Management	HFT	81.8 50.0	9.1 0.0	9.1 0.0	0.0 0.0	0.0 0.0	100.0 50.0	0.0 0.0	0.0 50.0	0.0 0.0	11 4	3.73 4.00
Honors Survey of History	HIS	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	1	4.00
Horticulture	HOS	20.0	30.0	20.0	0.0	0.0	70.0	20.0	0.0	10.0	10	3.00
Humanities	HUM	34.5 23.8	22.7 25.2	14.4 23.8	3.7 5.6	4.4 4.4	79.6 82.9	8.6 7.5	3.9 2.3	7.9 7.2	432 428	2.99 2.70
Nutrition	HUN	25.8 46.7	29.0 33.3	19.4 13.3	0.0 6.7	3.2 0.0	77.4 100.0	12.9 0.0	6.5 0.0	3.2 0.0	31 15	2.96 3.20

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GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Human Services	HUS	42.9 17.1	28.6 40.0	9.5 11.4	0.0 0.0	0.0 0.0	81.0 68.6	9.5 8.6	0.0 22.9	9.5 0.0	21 35	3.41 3.08
Interdisci-plinary Studies	IDS	87.5	0.0	0.0	0.0	0.0	87.5	0.0	0.0	12.5	8	4.00
Journalism	JOU	53.8 75.0	15.4 25.0	23.1 0.0	0.0 0.0	0.0 0.0	92.3 100.0	0.0 0.0	7.7 0.0	0.0 0.0	13 4	3.33 3.75
Legal Technology	LEA	100.0 50.0	0.0 50.0	0.0 0.0	0.0 0.0	0.0 0.0	100.0 100.0	0.0 0.0	0.0 0.0	0.0 0.0	1 2	4.00 3.50
Use of Books & Libraries	LIS	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	1	3.00
Literature	LIT	53.5 39.1	11.6 8.7	25.6 17.4	4.7 8.7	4.7 4.3	100.0 78.3	0.0 4.3	0.0 4.3	0.0 13.0	43 23	3.05 2.89
Algebra, Trig. & Calculus	MAC	16.0 19.9	20.6 20.3	18.8 15.0	7.3 4.0	8.4 10.2	71.2 69.3	0.7 2.9	8.2 7.9	20.0 19.9	451 453	2.40 2.52
Marriage and Family	MAF	55.0 10.3	30.0 51.7	2.5 10.3	0.0 0.0	0.0 17.2	87.5 89.7	0.0 3.4	5.0 6.9	7.5 0.0	40 29	3.60 2.42
Management	MAN	44.1 27.7	21.8 27.7	14.9 10.0	3.2 2.3	1.1 4.6	85.1 72.3	6.9 17.7	3.7 4.6	4.3 5.4	188 130	3.23 2.99
Differential Equations	MAP	25.0 50.0	16.7 33.3	16.7 16.7	8.3 0.0	8.3 0.0	75.0 100.0	0.0 0.0	8.3 0.0	16.7 0.0	12 6	2.56 3.33
Marketing	MAR	53.7 26.1	21.1 34.8	7.4 17.4	9.5 0.0	1.1 0.0	92.6 78.3	4.2 0.0	1.1 17.4	2.1 4.3	95 23	3.26 3.11
Mathematics	MAT	18.6 19.2	17.7 23.3	14.8 12.8	7.7 5.9	10.4 9.3	69.2 70.4	5.9 6.1	12.1 12.7	12.8 10.8	662 798	2.38 2.53
Microbiology	MCB	29.1 21.2	36.9 33.1	20.4 25.4	1.0 3.4	3.9 2.5	91.3 85.6	1.0 0.8	1.0 1.7	6.8 11.9	103 118	2.95 2.78

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GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
College Mathematics	MGF	22.9	11.4	5.7	5.7	11.4	57.1	8.6	5.7	28.6	35	2.50
		21.2	24.0	17.3	9.6	13.5	85.6	0.0	4.8	9.6	104	2.35
Medical Laboratory	MLS	19.0	43.0	20.0	0.0	3.0	85.0	4.0	0.0	11.0	100	2.88
		15.6	42.2	20.2	1.8	0.0	79.8	2.8	1.8	15.6	109	2.90
Writing for Mass Communic.	MMC	60.0	30.0	0.0	0.0	0.0	90.0	0.0	10.0	0.0	10	3.67
		100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	4	4.00
Technical Math	MTB	21.4	14.3	28.6	7.1	21.4	92.9	0.0	0.0	7.1	14	2.08
		22.2	33.3	33.3	0.0	0.0	88.9	0.0	0.0	11.1	9	2.88
Welding	MTR	9.1	22.7	4.5	0.0	36.4	72.7	13.6	0.0	13.6	22	1.56
Intro. to Electronic Music	MUC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	75.0	4	0.00
Music Appreciation	MUL	30.4	30.4	21.7	4.3	0.0	87.0	0.0	0.0	13.0	23	3.00
		21.1	33.3	15.8	0.0	10.5	80.7	3.5	1.8	14.0	57	2.67
Music Ensemble	MUN	28.6	14.3	0.0	0.0	0.0	42.9	0.0	57.1	0.0	7	3.67
		100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	2	4.00
Music Theory	MUT	32.3	19.4	12.9	12.9	3.2	80.6	0.0	0.0	19.4	31	2.80
Piano and Organ	MVK	55.8	22.1	3.2	0.0	0.0	81.1	1.1	15.8	2.1	95	3.65
		58.7	29.3	3.3	0.0	1.1	92.4	1.1	6.5	0.0	92	3.56
String Instruments	MVS	25.0	50.0	0.0	0.0	12.5	87.5	0.0	0.0	12.5	8	2.86
		40.0	40.0	0.0	0.0	0.0	80.0	20.0	0.0	0.0	5	3.50
Voice	MVV	33.3	11.1	0.0	0.0	0.0	44.4	11.1	0.0	44.4	9	3.75
		22.2	0.0	22.2	0.0	0.0	44.4	0.0	44.4	11.1	9	3.00
Nursing	NUR	16.3	48.6	17.7	0.0	0.0	82.7	1.9	11.9	3.5	479	2.98
		15.5	60.6	14.7	0.0	0.3	91.1	2.0	5.2	1.7	348	3.00

*1981 data entered above 1980 data

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GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Nursing Universals	NUU	27.3	45.5	10.4	0.0	1.3	84.4	3.9	6.5	5.2	77	3.15
Marine Biology	OCB	0.0	12.5	62.5	0.0	12.5	87.5	0.0	0.0	12.5	8	1.86
Ecology	PCB	24.6 30.6	27.0 34.7	21.3 19.4	5.7 3.1	7.4 1.0	86.1 88.8	1.6 0.0	2.5 1.0	9.8 10.2	122 98	2.65 3.02
Physical Ed. Activity	PEL	27.8 31.5	33.3 46.3	5.6 5.6	0.0 0.0	16.7 11.1	83.3 94.4	0.0 0.0	11.1 3.7	5.6 1.9	36 54	2.67 2.92
Physical Conditioning	PEM	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	1	3.00
Water Activities	PEN	6.7 31.6	20.0 26.3	33.3 0.0	0.0 0.0	6.7 10.5	66.7 68.4	6.7 10.5	0.0 0.0	26.7 21.1	15 19	2.30 3.00
Introduction to Physical Ed.	PET	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	0.0	1	2.00
Philosophy	PHI	32.2 45.7	32.2 31.4	20.0 11.4	3.3 2.9	1.1 0.0	88.9 91.4	0.0 5.7	5.6 2.9	5.6 0.0	90 35	3.03 3.31
Physics	PHY	24.0 35.1	40.0 32.4	16.0 18.9	0.0 2.7	0.0 2.7	80.0 91.9	0.0 2.7	8.0 0.0	12.0 5.4	25 37	3.10 3.03
Government	POS	48.2 38.7	18.8 28.3	14.7 12.8	2.1 0.7	1.6 2.7	85.3 83.2	6.3 8.1	4.2 4.0	4.2 4.7	191 297	3.29 3.20
Physical Science	PSC	16.7	29.2	29.2	4.2	8.3	87.5	0.0	0.0	12.5	24	2.48
Psychology	PSY	27.2 23.8	20.3 33.1	22.8 20.2	4.5 4.8	5.2 4.4	80.0 86.3	1.0 1.2	11.4 6.5	7.6 6.0	290 248	2.75 2.78
Business Math	QMB	33.3 22.4	8.8 35.8	19.3 4.5	5.3 6.0	15.8 11.9	82.5 80.6	0.0 1.5	8.8 4.5	8.8 13.4	57 67	2.47 2.63

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GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
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Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Reading Skills	REA	37.2 37.9	20.0 22.6	17.8 10.7	0.0 0.8	4.4 5.8	79.4 77.8	5.6 3.7	7.8 14.0	7.2 4.5	180 243	3.08 3.11
Real Estate	REE	13.3 17.6	37.8 32.4	20.0 20.6	17.8 2.9	6.7 11.8	95.6 85.3	0.0 0.0	4.4 2.9	0.0 11.8	45 34	2.35 2.48
Religion	REL	29.0 20.7	25.8 28.4	9.7 18.1	0.0 0.9	12.9 13.8	77.4 81.9	12.9 1.7	3.2 6.9	6.5 9.5	31 116	2.75 2.51
Respiratory Therapy	RET	23.3 53.6	51.2 7.1	18.6 7.1	0.0 3.6	4.7 0.0	97.7 71.4	0.0 3.6	2.3 14.3	0.0 10.7	43 28	2.90 3.55
Insurance	RMI	17.5 15.7	34.0 29.8	34.0 38.8	2.1 0.0	0.0 5.0	87.6 89.3	2.1 8.3	2.1 0.8	8.2 1.7	97 121	2.76 2.57
Radiology Technology	RTE	100.0 61.5	0.0 23.1	0.0 7.7	0.0 0.0	0.0 0.0	100.0 92.3	0.0 7.7	0.0 0.0	0.0 0.0	10 13	4.00 3.58
Broadcasting	RTV	33.3 100.0	33.3 0.0	0.0 0.0	0.0 0.0	0.0 0.0	66.7 100.0	16.7 0.0	16.7 0.0	0.0 0.0	6 1	3.50 4.00
Secretarial Science	SES	28.2 29.4	26.3 30.0	18.3 17.8	4.5 3.3	5.1 6.3	82.4 86.8	2.2 2.0	8.3 6.6	7.1 4.6	312 303	2.82 2.84
Sociology	SOC	12.9 16.5	25.7 37.1	37.9 21.2	7.1 4.1	2.9 1.8	86.4 80.6	2.1 10.0	5.0 4.1	6.4 5.3	140 170	2.45 2.77
Human Relations	SOP	40.0 53.8	21.7 24.5	11.7 5.7	1.7 0.9	11.7 2.8	86.7 87.7	1.7 0.9	5.0 6.6	6.7 4.7	60 106	2.88 3.43
Manual Communications	SPA	65.0	0.0	5.0	0.0	0.0	70.0	0.0	25.0	5.0	20	3.86
Speech	SPC	26.2 28.1	42.7 43.8	12.6 14.6	1.0 1.0	1.9 0.0	84.5 87.5	3.9 2.1	2.9 7.3	8.7 3.1	103 96	3.07 3.13
Origins of Amer. Society	SSI	56.1 55.2	13.6 20.7	6.1 13.8	0.0 3.4	0.0 6.9	75.8 100.0	21.2 0.0	0.0 0.0	3.0 0.0	66 29	3.66 3.14

*1981 data entered above 1980 data

GRADE DISTRIBUTION BY COLLEGE CREDIT COURSE AREA
1980* AND 1981* SPRING TERMS

Course Area	Prefix	Grade Percentage A	B	C	D	F	A-F	IF	NP	W	Total Grades	Average GPA
Statistics	STA	19.2 20.2	25.0 24.0	21.2 13.2	5.8 2.3	8.7 3.9	79.8 63.6	1.0 14.7	1.0 4.7	18.3 17.1	104 129	2.51 2.85
Surveying	SUR	31.8 66.7	22.7 22.2	18.2 0.0	0.0 0.0	13.6 0.0	86.4 88.9	0.0 0.0	0.0 11.1	13.6 0.0	22 18	2.68 3.75
Theater	THE	58.3	16.7	0.0	0.0	0.0	75.0	8.3	8.3	8.3	12	3.78
Transportation	TRA	36.4 44.1	40.9 28.8	4.5 6.8	0.0 0.0	0.0 0.0	81.8 79.7	13.6 0.0	0.0 6.8	4.5 13.6	22 59	3.39 3.47
College Totals		26.4 26.3	25.6 27.7	17.3 16.3	3.9 3.6	6.0 6.1	79.3 80.0	3.9 4.5	6.9 6.2	9.9 9.2	10372 9969	2.79 2.81

*1981 data entered above 1980 data